HISTORY

OF

BRIGHAM YOUNG UNIVERSITY

History

of

Brigham Young University

1942

J. Marinus Jensen
N. I. Butt
Elsie C. Carroll
Bertha Roberts
Committee

And thus ye shall become instructed in the Law of my church, and be sanctified by that which ye have received.

---Doctrine and Covenants 43, 9.

And set in order the churches, and study and learn, and become acquainted with all good books, and with languages, tongues and people. ---Doctrine and Covenants 90, 15.

Zion has to be built up, and we want men who are capable of superintending in every department. God designs that men should be educated for this purpose. --Brigham Young, in a sermon delivered in the Tabernacle, October, 1860.

Let them also learn all the truth pertaining to the arts and sciences and how to apply the same to their temporal wants. Let them study things that are upon the earth and that are in the heavens. ---Brigham Young in Journal of Discourses, volume 8, page 9.

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Introductory

The following letter was on April 21, 1937, issued from the office of President Franklin S. Harris of Brigham Young University:

Allice Louise Reynolds
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Ella L. Brown
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Elsie C. Carroll

Dear Colleagues:

In making up the standing committees of the University for next year that will be printed in the catalogue, it has been decided to add a committee on University History, and I am appointing you as this committee.

The duties of the committee, as I see them, would be to collect and classify material in regard to the University, including not only the past period, but also current history. I suggest that you get a drawer in one of the files in the manuscript room in the library, and that you collect therein anything that comes to your attention that is of sufficient importance to have historical value in later years.

I believe it would also be a good thing to think of preparing for a publication within the next few years some of the outstanding events in the history up to date.

Very sincerely yours,

F. S. Harris

Since the time of the appointment of the committee the work of collecting and classifying historical material has been in progress. Research has been carried on in the various records and publications of the school and elsewhere, and valuable data have been obtained from members of the faculty and the Alumni Association. The committee is appreciative of the encouragement and helpful suggestions given by President Harris.

The material obtained has been available at the University

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(1) Two changes have occurred since the appointment of the committee. On the demise of Professor Reynolds in 1939, Professor Jensen was made chairman of the committee, and on the retirement of Mrs. Ella L. Brown in 1941, Mrs. Berthan Roberts was made a member.

The work still goes on.

J. M. Jensen
N. I. Butt
Elsie C. Carroll
Bertha Roberts

June 1, 1942.

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Inception and Growth

The character of an educational institution, like that of an individual, is the result of heredity, environment, and life experience. Brigham Young University exemplifies this statement. It had its inception in a militant spirituality that carried it through a multitude of difficulties and maintained it on a high moral plane. Its location was in the heart of Mormondom, which supplied it with students possessed of ideals and brought it under an influence that gave support to those ideals. Through lack of funds in the early years of its existence and the ravages of fire, the Board of Trustees, the Faculty, and the students were compelled to make sacrifices that developed concurrently strength of character in them and the institution these sacrifices had taught them to love.

The school was first known as the Brigham Young Academy, on which Karl G. Maeser left his impress of great character.

It is now sixty-six years since Karl G. Maeser began teaching with his twenty-nine students at the preliminary term in Lewis Hall, the first home of Brigham Young Academy. The annual enrollment at Brigham Young University is now nearly 3000 students, many of them coming from foreign lands. This increase in numbers with the corresponding increase in buildings and the assumption of the title of university is an accompaniment of progress in the adoption of superior methods of teaching and the attainment of higher scholarship. But the spirit of the school remains the same; the inspired instructions given by Brigham Young to

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Karl G. Maeser, and by him to the students are ever kept in mind.

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The Founder

"Some are born great, some achieve greatness, and some have greatness thrust upon 'em," says Shakespeare in his Twelfth Night; but truly "greatness thrust" is not greatness at all, and unless men are born great they cannot achieve greatness.

Brigham Young was born great; he achieved greatness.

The place of his birth was Whitingham, Windham County, Vermont; the time, June first, 1801. His parents adhered to the Methodist religion, to which, in his maturity, he also inclined. For twelve years he followed the occupations of carpenter, joiner, painter, and glazier. His first introduction to Mormonism was in the spring of 1830, when he saw a Book of Mormon that had been left at the home of his brother, Phineas, by Samuel H. Smith, brother of the prophet.

In January, 1832, accompanied by Phineas and Heber C. Kimball, he visited a branch of the Church at Columbia, Pennsylvania, where he heard the teachings of the new gospel and was profoundly impressed thereby. With all the zeal of a new convert and the earnestness of a great soul, he was eager to share his newfound faith with others. On his return to Vermont, therefore, he proceeded to Canada to find his brother Joseph, who was laboring there as a missionary for the Methodist Church. Joseph heard, and he, too, accepted the new message.

In the fall of the year the two brothers, accompanied by Heber C.

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In January, 1835, accompanied by Phineas and Lorenzo C. Dominy, he attended a branch of the Church at Kirtland, Ohio, where he heard the teachings of the new gospel and was profoundly impressed thereby. With all the zeal of a new convert and the enthusiasm of a great soul, he was eager to share his newfound faith with others. The his return to Vermont, therefore, he proceeded to Canada to find his brother Joseph, who was laboring there as a missionary for the Mormon Church. Joseph heard, and he, too, accepted the new message.

In the fall of the year the two brothers, accompanied by Lorenzo C.

Kimball, went to Kirtland, Ohio, to see the Prophet Joseph Smith. They found him with several of his brothers, chopping and hauling wood. "Here my joy was full" says Brigham, "at the privilege of shaking the hand of the Prophet of God." [10] From that time on till the martyrdom of Joseph Smith, Brigham Young was a devoted follower of the Prophet; through persecution and trial he never wavered in his loyalty.

Brigham Young was to lead a new life. Through his faithfulness he received rapid promotion in the Church, eventually becoming the head of the quorum of Apostles. In his youth he had had little opportunity for schooling, but now he learned to love learning. As one of the leaders of the Church he had the opportunity, in the winter of 1835-36, of studying Hebrew at the school of the prophets conducted in the Kirtland Temple; and, of far greater importance, he was in constant association with the Prophet, and was permitted to hear such teachings as

"The glory of God is intelligence,"

"A man cannot be saved in ignorance."

After the martyrdom of the Prophet Joseph, Brigham Young arose to new heights. The Saints, knowing of his past devotion to the Prophet, promptly accepted his leadership, and he was enabled to lead them westward to new homes in the valleys of the mountains. In all this he was ever practical in planning for the material comfort and well-being of his people, ever helpful in arranging for their recreation and social enjoyment, ever mindful in providing for their educational and cultural uplift, and, above all, ever

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solicitous in his efforts for the establishment of Zion, home of the pure in heart. Possibly question may be raised as to Brigham Young's cultural outlook. It is quite true that in his sermons dealing with education he usually emphasized the utilitarian rather than the cultural, and that there were among the pioneers men who had had broader cultural training and would perhaps have shifted the emphasis somewhat. It must, however, be remembered that the Saints were building new homes and subduing the desert; the utilitarian, of necessity, came first. But that Brigham Young was not unmindful of the cultural is shown by much of the entertainment he provided for the people; by encouragement given to the teaching of music; by the pieces of sculpture placed at the Eagle gate, the Bee-Hive house, the Lion House; and by the architecture that ennobled the temples built. In another day, Brigham Young would probably have given still greater attention to the cultural.

And so Brigham Young, though not a product of the schools, conceived a system of education that should give, as he expressed it, "The power to think clearly, the power to act well in the world's work, and the power to appreciate life."[1]

Endowment; Ideals

At a time when the territory of Utah had hardly emerged from pioneer conditions he founded a school in which the hands were to be

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[1]The Improvement Era. Vol. 23, page 831

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Government Schools

At a time when the territory of Cheh was hardly emerging from provincial conditions he formed a school in which the Lamb's were in be

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[1] The Improvement Era. Vol. 23, page 231

trained as well as the mind, and in which man's spiritual as well as his temporal nature was to be nurtured.

He was taking advanced ground.

Having thus in mind the importance of schools wherein might be taught spiritual truths as well as secular knowledge, President Brigham Youg, of the L. D. S. Church, on October 16, 1875, executed a deed of trust for the endowment of Brigham Young Academy, the first of several schools to bear his name. The home of the school was to be at Provo, Utah. There were to be seven trustees to manage its affairs. Those selected were A. O. Smoot, William Bringhurst, Leonard E. Harrington, Wilson H. Dusenberry, [12] Martha J. Coray, Myron Tanner, and Harvey H. Cluff. Five of them were residents of Provo, and the other two of near-by towns, Bringhurst of Springville and Harrington of American Fork. A. O. Smoot was president of Utah Stake, which at that time embraced all of the Church in Utah Stake. The property designated in the deed of trust consisted of parts of lots two and three and all of lots four and five in block 69, plat A, Provo City survey. On this ground, at the present site of the Farmers and Merchants' Bank, was located the Lewis building, erected as a business block and amusement hall, but of which the upper story, at the time of the endowment had been diverted to the use of the Timpanogos Branch of the Deseret University.

On the first of June, 1877, the founder increased his endowment by adding thereto three and one tenth acres in block 28, Plot B. Provo survey.

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Having then to point the importance of Mormon women being in high spiritual trade as well as electric knowledge, President Brigham Young, of the L.D.S. Church, on October 16, 1875, inaugurated a fund to start for the benefit of Brigham Young Academy, the first of several schools to bear his name. The home of the school was to be at Provo, Utah. There were to be seven trustees to manage its affairs. These selected were A. O. Smoot, William Dalgleish, Lorenzo D. Wilcken, [illegible] E. Chandler, Andrew P. Cook, Byron Jackson, and Henry G. Allen. Five of them were residents of Provo, and the other two of near-by towns, Springville and Farmington of American Fork. A. O. Smoot was president of Utah State, which at that time embraced all of the Church in Utah State. The property designated in the deed of trust consisted of parts of lots five and twelve of the four lots in block 60, plat A, Provo City survey. On this ground, at the present site of the Farmers and Merchants' Bank, was located the Lewis building, erected as a business block and amusement hall, the second of which was upper story. At the time of the amusement hall had been diverted to the use of the Timpanogos Branch of the Deseret Telegraph.

On the first of June, 1877, the founder increased his endowment by adding twenty-five and one-half acres in block 83, Plat B, Provo survey.

Block 28 is immediately north of what was known as the Court House block, now designated as the City and County Building block. The endowment included all of the block except the south-west corner, on which was located the Provo Cooperative Store.

That President Young intended to add still further to his endowment of the Academy is evident from a letter written to President A. O. Smoot from St. George during the last winter of President Young's life. In this letter he requested President Smoot to buy the Peter Stubbs property adjoining the Academy building on the east and to "value or apprise" the quarter of a block across the street south from the Academy, a piece of property belonging to the Church. On the Stubbs ground was a two-story brick structure which was to be converted into a boarding house, while the property across the street was to be used as a site for machine and 13 trade shops.

Negotiations were set on foot by President Smoot in accordance with these instructions but had not been completed at the time of President Young's death.

Cut-- A. O. Smoot

In a final conversation between the two leaders, when President Young arrived at Provo on his return trip from St. George, President Young said to his faithful friend, "I desire you, Brother Smoot, to turn your influence and energies to the building up of that Academy. In so doing you will be blessed and the Lord will prosper you." The charge was accepted and most faithfully carried out.

On the day President Young became ill the deeds for the conveyance [illegible] bonds were taken to his room by his secretary

Brigham is necessarily small of stature. Below us the Cache Valley lay, were contiguous to the City and County Building block. The embankment is about all of the block except the southwest corner, on which was located the Tower Conservatory Store.

The President Young Academy is not still intact. In the vicinity of the Academy is written from a letter written to President J. H. Moore from M. Clarke during the last ministry of President Young's life. In that letter he explained President Young to buy the Brigham property adjoining the Academy building on the east and to "take no chance" in venture to a place across the street south from the Academy, a piece of property belonging to the Church. On the Middle grounds was a two-story brick structure which was to be converted into a boarding house, while the property across the street was to be used as a site for another academy.

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Chas. H. O. Moore

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In the day President Young lacking in the Church for the conveniences

George Reynolds, for his signature, but they were never signed. So the Academy was thrown upon the care and protection of its foster father, President A. O. Smoot.

The beneficiaries of the Academy were to be members of the Church and their children. The course of instruction, in addition to the usual academic subjects, was to include mechanics; "Each of the boys who shall take a full course, if his physical ability will permit, shall be taught some branch of mechanism that shall be suitable to his taste and capacity." It was further specifically designated that "the Old and New Testaments, the Book of Mormon, and the Book of Doctrine and Covenants shall be read and their doctrines inculcated in the Academy."

The deed of trust appeared to be quite satisfactory during the life time of President Young, but difficulties in its operation developed after his death in 1877. One problem was the matter of appointment of trustees. It was a simple matter for President Young to make such appointments, but after his demise, to get together all his heirs, on whom the responsibility of making appointments rested, was an extremely difficult one. As a result vacancies on the board sometimes remained unfilled for long periods of time. Another problem was the matter of disposal of property. According to the deed of trust the Board was given power to make such rules, regulations, and by-laws as they might deem proper for the management and control of the property of the institution, but all such rules, regulations, and by-laws were made subject to the approval of Brigham Young, or, after his death, his heirs or assigns, and if by him or them condemned were never

Charles Carroll, his son signature, but they were never signed. So the Academy was thrown upon the care and protection of its Queen Regent, President S. O. Hanna.

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to be enacted again without his or their express consent. Under this provision, after the death of Brigham Young, a satisfactory deed could not issue to a purchaser of property except by securing the signatures of all the heirs of the Young estate, a task not easily consummated. Eventually a majority of the heirs consented to the effecting of an Academy Corporation, which placed the appointive power in the hands of the First Presidency of the Church and the disposal of property in the hands of the Board of Trustees.

The Trustees named by Brigham Young in his deed of trust met at the Court House in Provo City, November 22, 1875, and after accepting the deed, effected an organization by electing the following officers: President A. O. Smoot; secretary, W. H. Dusenberry; treasurer, H. H. Cluff. At a later meeting President Smoot appointed Myron Tanner, H. H. Cluff, and Mrs. M. J. Coray an executive committee.

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The Trustees named by Brigham Young in his deed of trust met at the Court House in Provo City, November 22, 1877, and after completing the deed, effected a reorganization by electing the following officers: President E. D. Sumner, secretary, W. W. Dewsnerry; treasurer, R. T. Clark. At a later meeting President Sumner resigned; Brother H. H. Cluff, and Mrs. M. I. Corey as executive committee.

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II

PRELIMINARIES

THE DUSENBERRY TERM

When the Trustees appointed by Brigham Young effected their organization November 22, 1875, it was of course, too late to arrange for a complete school year. It was deemed advisable, however, in view of the discontinuance of the Timpanogos Branch of the Deseret University, which had been in operation in Provo, to hold two preliminary terms of the Brigham Young Academy, beginning in December; but at a session of the board held on the fourth of that month, the Executive Committee reported that the necessary repairs and arrangements could not be completed for a December opening. The date of opening was therefore postponed until January 3, 1876. On motion of Mrs. Coray, Warren N. Dusenberry, who had been the successful Principal of the Timpanogos branch, was elected Principal of the Academy. He taught, however, only one term, of which very little is known. As he had commenced the practice of law, it is probable that his interest had been transferred from teaching to his new profession. His resignation was tendered and accepted at the April 15 session of the Board.

ADVENT OF KARL G. MAESER

At the same board meeting at which Warren N. Dusenberry was released (April 14, 1876) President Smoot announced that on the suggestion of President Young, preliminary arrangements had been made with

Professor Karl G. Maeser of Salt Lake City to take charge of the Academy as principal. Of such vital significance in the history of the institution was the character and influence of this great and devout man that a brief biographical sketch, culled from the biography written by his son, Rheinard, would seem to be in place:

Cut--Karl G. Maeser

Karl G. Maeser was born at Meissen, in Saxony, Germany. Before the Gospel found him he stood among the leaders of an advanced educational system in Dresden.

He had studied in the normal school at Fredrichstadt. From this institution he had been graduated with high honors in May, 1848. His first experience in teaching was in the city schools of Dresden, after which he went to Bohemia, where he was tutor to a prominent family for three years. Upon his return to Germany, he entered as professor in the First District School, and eighteen months later was appointed Vice-Director of the Budick Institute, Neustadt, Dresden.

Then came his contact with Mormon missionaries, his conversion, and finally his baptism on October 14, 1855. This was followed by a testimony of the gift of tongues in connection with Franklin D. Richards, an event to which he afterwards referred as "the first of many manifestations I have had that have corroborated the sincere convictions of my soul that the Church of Jesus Christ of Latter-day Saints is of God and not of man."

Then he left his native country for the United States. After reaching Salt Lake City, he did some fragmentary teaching, finally setting to work in

Turlamore Hall in Salt Lake City is table display of the furniture as patented. Of such what significance in the history of the Mormons was the observation and influence of this great and devoted man (or a total disappointment which, called from the biography written by his son, Theodore, would seem to be the place)

Carl C. Hoover

Karl C. Hoover was born at Malden, in Bedford, Germany. Before the Civil Hall Hoover did be about among the laborers of an advanced mechanical system in Germany.

He had attended the normal school at Fredericksbach. Even this institution he had been graduated was high honors in May, 1888. His first experience in teaching was in the city schools of Dresden. After visiting he went to Bulgaria, where he was issue to a professor (Hoover) for years. Upon his return to Germany, he secured a professor in the First District School, and eighteen months later was appointed Vice-Director of the Budick Institute, Neustadt, Dresden.

Then came his meeting with Jacobson relationship. He immediately and finally his baptism on October 24, 1892. This was followed by a visit- many of the girls of temperor in connections with Franklin S. Richards, we went to Saxon to attend the afternoon gathered at "The Star of Hope" meetings. I have had that have accomplished the strange conditions of my mind that the Church of Jesus Christ of Latter-day Saints is of God and had to make.

Then he left his senior ministry for the Central Saints. After leaving Salt Lake City, he did some Programmatory teaching. Finally setting in Provo to

1862 in a school in the Twentieth ward in Salt Lake, known as the Twentieth Ward Seminary. Here all the common branches were taught, and, in addition, astronomy, modern languages, and Latin. In 1864 he was employed as private tutor of the children of President Brigham Young. Then came his mission to Switzerland and Germany. After his return, he was teaching in the Twentieth Ward when the call came in 1876 to go to Provo to become the Principal of Brigham Young Academy.

The biography gives an account of the details of what occurred in Salt Lake City in the early part of April, prior to the Board meeting of April 15, 1876, held in Provo:

"In the spring of 1876, just before the April Conference, a terrific explosion of powder occurred on Arsenal Hill near the present site of the State Capitol.....Nearly all of the plaster was shaken from the ceiling of the Twentieth Ward schoolhouse, where Professor Maeser was teaching. Immediately he started in search of his Bishop, John Sharp, the one person to whom, when in trouble, he always went first. He found the Bishop at the President's office and reported to him what had just happened, adding that the school would have to be dismissed until the house could be repaired.

"But at this point President Young interrupted the conversation with the remark: 'That is exactly right, Brother Maeser; I have another mission for you. We have been considering the establishment of a Church School and are looking around for a man--the man to take charge of it. You are the man, Brother Maeser. We want you to go to Provo to organize and conduct an academy to be established in the name of the Church--a Church school!'"

1884 he was called to the Twentieth Ward in Salt Lake, known as the Twenty-Third Ward Academy. Here all the common branches were taught, and, in addition, grammar, rhetoric, modern languages, and music. In 1886 he was employed as private tutor of the children of President Heber J. Grant. This added his qualifications in Mathematics and Geography. After his return, he was teaching in the Twenty-Third Ward when the call came in 1891 to go to Provo to become the President of Brigham Young Academy.

The biography gives an account of the details of what happened in Salt Lake City in the early part of April, prior to the Board meeting of April 15, 1896, held in Provo:

"In the spring of 1896, just before the April Conference, a revelation of peculiar importance came to me. The greater city of the State Capital..... Nearly all of the pioneer men workers from the building of the Twentieth Ward tabernacle, which President Joseph F. Smith had immediately be started in memory of his father. Joseph Smith, the new prophet, when he received, he always read first. He found the Spirit of the President's office and removed to him what had just happened. Telling him the school would have to be discontinued until the house could be rebuilt.

"As he this point President Young interrupted the conversation with the remark: 'That is exactly right, Brother Nuttall; I have spoken related by you. We have been considering the possibilities of a Church School and have thought seriously of a site--the same locality as in. Two are the same. Brother Nuttall. We want you to go to Provo to organize and conduct an academy to be established in the place of the Brigham Church school.'"

"In a few days," the narrative continues, "George Q. Cannon, George Reynolds, and Warren N. Dusenberry waited upon Professor Maeser at his home to discuss the matter further, and invited him to attend a Board meeting at Savage's Art Gallery the next day. At this meeting all necessary arrangements were made for a preliminary session of school" This session began April 24, 1876, at the Lewis building, before referred to, at which sessions of the Timpanogoas Branch of the Deseret University had been held.

Professor Maeser's salary was set at $1,200 for the first year. In his biography of his father's life Rheinhard Maeser adds that the amount was "to be paid in such commodities as the treasurer might take on tuition."

But before Karl G. Maeser could begin work, there was another matter to attend to that later loomed large in his life. In great humility he sought President Brigham Young and said to him, "President Young, I am ready to go to Provo; what are your instructions?" "Only this," said the great founder, "you must not attempt to teach even the alphabet or the multiplication table without the Spirit of God. That is all." Few words, to be sure, yet those who worked with Karl G. Maeser and felt and saw the application of President Young's instruction knew that they were sufficient. No group of students were ever assembled under the great teacher who did not hear him relate this interview with telling effect. As might be expected, he incorporated it in his farewell address delivered January 4, 1892. It has become an integral part of the institution, a story

"In a few days," the secretary continues, "George C. Dodson, George Reynolds, and Warren C. Swaingsbury called upon President Maeser at his home to discuss the matter further, and arrange for a joint meeting at Savage's Art Gallery the next day. At this meeting all necessary arrangements were made for a preliminary session of school." This session began April 24, 1876, in the Lewis building. Below referred to, at 4th & westward of the Tabernacle Square, at the Deseret University but been held.

President Maeser's salary was set at $1,200 for the first year. In his biography of his father's life Dr. Reinhard Maeser tells the story which "he yield to such remuneration as the treasury might can on hand."

But before Karl G. Maeser could begin work, there was another matter to attend to that later Dodson came to his aid. In great humility he sought President Brigham Young and said to him, "President Young I am ready to go to Provo: what are your instructions?" "Only this," said the great founder, "you must not attempt to teach even the alphabet or the multiplication table without the Spirit of God. That is all." Few words, to be sure, yet those who worked with Karl G. Maeser and felt and saw the application of President Young's admonition that they were sufficient. No group of students were ever assembled under the great teacher who did not feel that intuitive with failing which. As might be expected, he incorporated it in his farewell address delivered January 6, 1892. It has become an integral part of the institution. I may

known to all who have entered its walls. That it was an historic conversation, an inspired moment, is testified to by George Reynolds, who, relating the story to his daughter Alice, said, "You have no need to tell me of the spirit of Brigham Young Academy, for I was present in the office when it was born. I shall never forget the influence that was in that room when President Young made his reply to Brother Maeser. It was then I vowed that, God being my Helper, 19 that should be the school where my children should be trained."

Reed Smoot often testified that Karl G. Maeser was a different man when he began his work at Brigham Young Academy from what he had been as a teacher in the Twentieth Ward district school. It was this new man with this new injunction that made Brigham Young Academy unique from the time Karl G. Maeser took charge of it and has made it unique through the years. With his coming the institution received its baptism of Pentacostal fire.

THE PRELIMINARY TERM OF KARL G. MAESER

The preliminary term conducted by Karl G. Maeser began April 24, 1876, and continued for six weeks. There were twenty-nine students registered on the opening day and those students have been known throughout the years as the "original twenty-nine." Reed Smoot tells us that he was the first student to register, and Joseph B. Keeler has often said in public and in private that he was the twenty-ninth. Unfortunately, there are no records of the preliminary term; therefore, attempts to complete a list of the students have been unsatisfactory. In the first place, no one of them could ever remember the twenty-nine; in the second place, they never agreed entirely on the same list. It is known that Karl G. Maeser was the sole teacher.

Simon P. Eggertson is authority for the statement that closing exercises were held in Graves' Gardens at which some sort of pageant was presented in which Zina Smoot, afterwards the wife of Orson F. Whitney, took the part of the shipherdess.

There is no record of the course of study beyond the fact that the common branches were taught.

What is certain of this preliminary term is that there was a release of power that stirred the students to the depths. Deeply imbued with the purpose of life and the worth of the individual, Karl G. Maeser aroused students to action and to the pursuit of worthwhile things. He was to be the leader of a new type of education. Not alone was the mind and the hand

THE PRELIMINARY TERM OF CARL C. MAYNEY

The preliminary term conducted by Carl C. Mayney began April 24, 1876, and continued for six weeks. There were twenty-one students enrolled on the opening day and three students drew lots during the term as the "original twenty-one." Head Lemon tells us that he was the first student to register, and George S. Torrey was the first pupil and to provide that he was the twenty-second. Unfortunately, there are no records of the preliminary term therefore, attempts to compile a list of the students were been unsuccessfully. In the first place, no one of them would ever remember the twenty-first in the second place, they were dispersed entirely on the same day. It is known that Carl C. Mayney was the only lady

Lemon J. Eggleston is authority for the informal talk during school-class were held in Crosby's Barbers as which some sort of platform was provided by which some lemon, observers the work of Cyrus T. Mayney, took the part of the stepbrothers.

There is no record of the course of study beyond the fact that the common branches were taught.

What is certain of our preliminary term in our days was a release of power that stirred the students to the depths. Deeply imbued with the purpose of life and the worth of the individual, Carl C. Mayney awakened students to action and to the pursuit of worthwhile things. He was an in the leader of a new type of education. The place was the school and the Carl

to be trained, but also the heart. And all this was to be done in love--the love of Christ. He was on his way; the new plan was unfolding. As he radiated love, love came back to him many fold. So potent and significant was this 21 manifestation of love from his students that he often said, both in public and in private, "It is a gift from God, and I would rather lose my life than the love of my students."

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III

ADMINISTRATION OF KARL G. MAESER

The preliminary terms completed, preparations were made for the first academic year. Under direction of the Board of Trustees Professor Maeser made a canvas of the various towns of the county in the interest of the Academy.

Dedicatory services were held August 21, 1876, President Daniel H. Wells offering the dedicatory prayer. School work began a week later, August twenty-eighth.

Departments and Courses of Study

The attendance was not large at the beginning of the school year, but gradually grew until the enrollment was 272. There were three departments, the Academic, the Intermediate, and the Primary, the Normal class being included in the Academic department. Assisting Professor Maeser during the first year was Professor Milton H. Hardy, who had charge of the Intermediate Department, and Krestene Smoot, a student of the Normal class, who taught the Primary Department.

Before the second year, Professor Maeser, accompanied by Professor Hardy and S. D. Moore, a Normal student, extended the canvas in the interest of the Academy to Juab, Millard, and Sanpete Counties. The canvas brought an increased attendance with a consequent enlarged faculty and a broader course of study.

From the Semi-Weekly Enquirer of November 3, 1877, giving a report of the school at the end of the first term of the second year is culled the following:

III

ADMINISTRATION OF KARL C. MASSER

The preliminary series completed, preparations were made for the first academic year. Under direction of the Board of Trustees President Masser made a survey of the various needs of the academy in the service of the Academy.

Dedicatory services were held August 21, 1876. President Emmert H. Tuttle offering the dedicatory prayer. School was begun a week later, August twenty-eight.

Departments and Courses of Study

The attendance was not large at the beginning of the school year, but gradually grew until the enrollment was 272. There were three departments, the Academic, the Intermediate, and the Primary, the Normal class being included in the Academic department. Beginning September twenty-seven the first year was Preparatory Latin is, Study, with Mr. Gingrich in the Intermediate Department, and Christian Hoover, a student of the Normal class, who taught the Primary Department.

Before the second year, Professor Hoover, accompanied by Professor Harry and C. G. Hoover, a Normal student, secured the course in the interest of the Academy in Iowa, Indiana, and Illinois Conferences. The course brought an increased attendance with a corresponding enlarged faculty and a broader course of study.

From the Semi-Weekly Enquirer of November 3, 1877, giving a report of the school at the end of the first term of the second year is added the following:

The primary department has for teachers, Miss Teenie Smoot and Miss Fannie Rogers; the Intermediate B is conducted by normal students, Mr. Marion Tanner and Mss Caddie Daniels performing the principal share of the owrk. Professor M. H. Hardy presides over the intermediate A dpeartment, and in the mater of penmanship has been ably assisted by Mr. Tanner. The grammar class, under Professor Hardy's immediate supervision, has made considerable advancement. The penmanship of the whole Academy has been given over to Professor Hardy. The academic department has now separate class accommodations. The introduction of classes in German, Latin, zoology, and phonography, in addition to those in geometry, algebra, civil government, philosophy, commercial artithmetic, book-keeping and penmanship, has exercised an excellent influence over the minds of advanced students. In the normal depart there were twelve students registered at the beginning of the term, a number which is entirely inadequate to the encouragement held out by the County Court and the requirements of our public schools.

The school continued to grow both in enrollment and enrichment of study opportunity. By the eighth Academic year, 1883-84, the average number of students was over four hundred, and the number of departments had increased to seven, announced in the circular as follows: Preparatory (Independent Fourth Reader grade); Intermediate (Independent Fifth Reader grade); Academic (Grade: ability to enter percentage according to Ray's New Practical Arithmetic); Collegiate (Grade: must have completed the so-called common English branches); Normal (including four courses, preparatory, advanced, finishing, and practical; complete normal course covering two academic years); Music (vocal and instrumental); work--for young women (instruction in needlework, embroidery, knitting, sewing, etc., and in domestic duties). To the announcement of this last department is added the following note:

Every young lady attending the Academy is required to produce during each term at least one piece of work of her own hands, for which she will receive a percentage of relative efficiency as in her regular studies.

The primary department has for teachers, Miss Tessie [illegible] and Miss Tennie Tegarden; the Intermediate B is conducted by normal students, Mr. Martin Tanner and Miss Cuddie Daniels performing the principal share of the work. Professor M. H. Hardy presides over the Intermediate A department, and in the center of prominently has [illegible] ably assisted by Mr. Tanner. The grammar class, under Professor Hardy's immediate supervision, has made considerable advancement. The permanently of the whole Academy has been given over to Professor Hardy. The academic department has now separate class arrangements. The introduction of classes in German, Latin, zoology, and physiography, in addition to those in geometry, algebra, civil government, philosophy, commercial arithmetic, book-keeping and penmanship, has exercised an excellent influence over the minds of advanced students. In the normal department there were twelve students registered at the beginning of the term, a number which is entirely inadequate to the accommodation laid out by the County Court and the requirements of our public schools.

The school continued to grow both in enrollment and enrichment of their opportunity. By the eighth Academic year, 1885-86, the average number of students was over four hundred, and the number of departments had increased to seven, announced in the circular as follows: Preparatory Department (Fourth Reader grade); Intermediate Department (Fifth Reader grade); Academic Department: ability to enter preparatory according to Hardy's New Practical Arithmetic; Collegiate Course: must have completed the so-called grammar English branches; Normal Department for normal preparatory, advanced, (teaching, and practical) complete normal course covering two academic years; Music (vocal and instrumental); work-for young women (instruction in needlework, embroidery, knitting, sewing, etc.); and in domestic duties. To the announcement of this department is added the following note:

Every young lady attending the Academy is required to produce during each term as long as she is at work at bed, some handiwork for which the will receive a percentage of validity sufficient as in her regular studies.

Public oral examinations were used to call attention to the work of the schod. A report of one of these examinations is found in The Enquirer of January 22, 1881. The following is culled therefrom:

> Yesterday, January twenty-first, closed the first semester of the Academy's fifth academic year. A public examination marked the event. Exercises were classified according to the several departments, commencing with the Primary I and II Readers and Arithmetic B by Mrs. Z. Y. Williams.
>
> Academic departments: Rhetoric A and B and Logic by Professor K. G. Maeser; Geometry, Algebra and Commerical Arithmetic by Professor J. E. Booth.
>
> German and Geology by Professor J. E. Talmage.

After such a strenuous day and at the close of the half year's work it was evidently felt that a little relaxation was necessary, for the Enquirer further reports that a select socil reunion of the students took place in the evening.

Church Normal College

Normal training was a dominant feature of the school from the beginning. The demand for trained teachers in the various communities of the Territory was very great, and the institution made a splended contribution in meeting that demand. So important did normal training become that H. H. Cluff of the Utah Stake Presidency, in a public address in 1877, referred to it as the primary object in view in the founding of the Academy. He added that provisions had been made by the County Court for educating twenty-six students for the purpose of securing good teachers for the school districts of the country. The work of the school was supplemented by teacher's institutes under the direction of County Superintendent W. H. Dusenberry, at which Professor Maeser was usually a speaker.

Public and examinations were held to all attendees in the work of the school. A report of one of these examinations is [illegible] Central of January 22, 1881. The following is quite [illegible]:

Saturday, January twenty-first, closed the first [illegible] Academy's 20th academic year. A public examination [illegible] Exercises were distributed during the morning [illegible] by the Primary I and II Classes and Advanced [illegible] Russians.

Academic departments: Rhetoric A and B and Geography by Professor E. C. Mason; Geometry, Algebra and Commercial Arithmetic by Professor J. E. Booth.

German and Geology by Professor J. R. Fairman.

After such a strenuous day and at the close of the half year's work it was evidently felt that a little relaxation was necessary. An [illegible] Lecture reports that a social was held consisting of the students from [illegible] evening.

Cornell Normal College

Normal training was a dominant feature of the school from the beginning. The demand for trained teachers in the various communities of the Territory was very great, and the institution made a valuable contribution in meeting that demand. Its improved old normal training became that U. S. Army in the Civil War. Professor, in a public address in 1877, referred to it as the primary object in view in the founding of the Academy. He added that precedents had been made by the Country School for admitting twenty-six students for the purpose of securing good teachers for the school districts of the country. The work of the school was supplemented by training institutes under the direction of County Superintendent J. R. Donaldson, at which Professor Hanson was usually a speaker.

The continued excellent work of the Academy in teacher training received general commendation, and led the L. D. S. Church to designate the school as its Normal College. In the Academy circular for 1889-90 appears the following item:

> The Academy being the recognized Normal College of the Church School organization, its course of normal training has been reorganized to meet the wants of the Church school service as set forth in general circular No. 4.

To give further approval of the normal training work of the

school and encouragement to prospective students, H. H. Cluff, a member of the Academy Board as well as of the Utah Stake Presidenty, offered a resolution at a session of the Board October 20, 1891, providing for free tuition for normals. At a subsequent session the resolution was adopted with the proviso that the student pay a life membership fee of $15 and an annual expense fee of $5.

Domestic Organization

With the coming of many students from abroad, Principal Maeser established the Domestic organization for the purpose of insuring the care, welfare, and proper discipline of the students. In each home where students were boarding a senior was appointed who had general supervision of the students of the home. At school meetings held for the purpose, the seniors were called on for reports relative to social habits, observance of the Word of Wisdom, and other matters of decorum and personal welfare. Another feature of the organization was monthly visits by student teachers who likewise made reports of conditions found in the homes visited. To

The combined committee work of the Academy in teacher training received general commendation, and led the L. D. S. Church to designate the School as the Normal College. In the Academy catalogue [illegible] appears the following item:

The Academy being the designated Normal College of the Church School organization, the course of normal training has been reorganized to meet the wants of the Church school service as well from a general secular [illegible].

To give further approval of the normal training work of the

school and encouragement to prospective students, H. W. Ellis, a member of the Academy Board as well as of the Utah State Legislature, offered a resolution at a session of the Board [illegible], providing for free tuition for normals. At a subsequent session the resolution was adopted with the proviso that the student pay a life membership fee of [illegible] and an annual expense fee of $3.

Domestic Organization

With the coming of many students from abroad, Principal Dawson established the Domestic Organization for the purpose of learning the necessities, and proper discipline of the students. In each house where [illegible] were boarding a matron was appointed who had general supervision of the students of the house. It added managing head for the company, the matron was called on for reports relative to social habits, observances of the Word of Wisdom, and other matters of decorum and personal welfare. Another feature of the organization was monthly visits by matron housing who furnished made reports of conditions found in the homes visited. The

insure more efficient operation of the domestic organization, Provo City was divided into a number of domestic wards, each ward presided over by an elder and two counselors chosen by the students with the approval of the Principal.

By 1883, the regulations of the Domestic organization had been formulated into the following code:

1. All students are subject to the domestic regulations in and out of school

2. Profanity or obscenity in any form is strictly forbidden and may be punished with expulsion.

3. The use of tobacco or of strong drink is not allowed.

4. Students shall not attend public or private parties without a written permit from the Principal.

5. No student shall choose a boarding place or lodging without the approval of the Principal.

6. When two or more students reside in one house, one of them will be appointed senior.

7. The students from outside of Provo constitute the Domestic organization, and meet every alternate Thursday at four p. m. for report.

8. Lady students are under the special superintendency of a lady teacher.

9. Students are required not to be away from home after regulation hours without reporting to the Principal next day.

10. Students will be visited bi-weekly by representatives of the Principal

11. No student can honorably discontinue attendance without a written release from the Principal.

12. Every student before obtaining an honorable release shall present to the Principal a receipt for his board.

1. All students are subject to the dormitory regulations in and out of school.

2. Profanity or obscenity in any form is strictly prohibited and may be punished with expulsion.

3. The use of tobacco or of strong drink is not allowed.

4. Students shall not attend public or private parties without a written permit from the Principal.

5. The women shall observe a bedtime (date to be determined without the approval of the Principal.

6. When two or more students reside in one house, one of them will be appointed senior.

7. The students from outside of Provo constitute the Community regulations, and must every Saturday Thursday at ten p.m. for report.

8. Lady students are under the special supervision of a Lady matron.

9. Students are required not to be away from home after regulation hours without reporting to the Principal next day.

10. Students will be visited occasionally by representatives of the Principal.

11. No student can honorably discontinue attendance without a written release from the Principal.

12. Every student before departing as immediate return must present to the Principal a receipt for his board.

13. In case of injudicious expenditure on the part of any student, the Principal has a right of control.

Monitorial organization

The Monitorial organization was an important means of discipline during the Maeser administration. Departments and organizations were presided over by monitors, and classes by seniors. These officers were expected to maintain strict discipline. In connection with this system was the keeping of daily records by the students and weekly records by the respective seniors, the weekly records to be endorsed by the teachers. In the daily record kept by each pupil was a report of his standing in punctuality, conduct, order, and the several subjects pursued by the student. A perfect daily record in any line was designated by a "10", an imperfect record by some lower mark. Each Friday the Principal visited the lower departments and inspected the records. The daily record system was in vogue for a number of years.

Extra-Curricular Activities

Not withstanding his intense interest in direct school work,

Professor Maeser found time to devote to extra-curricular activities of a cultural character. In its summary of the Principal's report at the end of the first quarter, second Academic year (1877-78) the Enquirer set forth that "a constitution for a Polysophical Society had been drawn up and laid before the Board. This society would be organized the first week of the second

13. In view of [illegible] [illegible] part of any student, the Principal has a right of inspect[illegible].

Monitorial organization

The monitorial organization was an important means of discipline during the Hanna administration. Departments and organizations were headed over by monitors, and classes by seniors. These officers were expected to maintain order [illegible]. In connection with this system was the keeping of daily records by the students and weekly reports by the respective seniors. The weekly reports is to be referred by the teachers. In the daily reports kept by each pupil was a report of his conduct in punctuality, manner, dress, and the [illegible] performed by him [illegible]. A perfect daily record in any line was designated by a "10", an imperfect record by some lower number. Such a study the Principal [illegible] the lower departments and improved the records. The daily record system was in vogue for a number of years.

Extra-Curricular Activities

Interscholastic Athletics

27

Preliminary Hanna found time to devote to extra-curricular activities of a national character. In the anniversary of the Principal's report at the end of first quarter, second Academic year (1877-78) the Lumberjack was found that a committee for a Polytechnical Society had been drawn up and had taken the Chair. The society would be organized the first week of the second

term." As the school progressed, the Polysophical Society was divided into section A for science and literature, section B for music and fine arts, and section C for civil government. The object for the society as stated in the school circulars was the obtaining of general information, recreation, practice in public speaking, and acquaintance with parliamentary usage. A paper was published by the society at irregular intervals. At one time it was called the Academic Monthly.

The Fire

On Sunday evening, January 27, 1884, occurred a disaster tha for a moment seemed to threaten the very existence of the Academy. The Lewis building, together with two additions that had been erected, was completely destroyed by fire. Much of the furniture, however, was saved,and on Monday morning, on a call from Principal Maeser, faculty and students set to work with a will and fitted up temporary quarters in the Provo Meeting House, two business blocks just completed by President A. O. Smoot, and a new store building belonging to S. S. Jones. The new quarters of school began on Tuesday morning. But one day of school had been lost.

The next school year and following years until 1892 found the Academy housed in Z. C. M. I. warehouse.

FINANCIAL DISTRESS

The demise of Brigham Young before he had made adequate provision for the maintenance of the Academy left the school almost entirely dependent on tuition for financial support, and the tuition paid was not always cash. Finance was an ever present problem crying for solution by Board of Trustees

years. As the school progressed, the Polysophical Society was divided into sections A for science and literature, section B for music, oratory and section C for novel government. The object for the society as stated in the school circulars was the obtaining of general information, practice in public speaking, and acquaintance with parliamentary usage. A paper was published by the society as regular activity. At one time it was called the Academic Monthly.

The Site

On Monday evening, January 27, 1884, occurred a disaster that for a moment seemed to threaten the very existence of the Academy. The large building, together with two additions that had been erected, was completely destroyed by fire. Much of the furniture, however, was saved, and on the day morning, on a call from Principal Weaver, Hardy and Middleton hastened with a wagon and fitted up temporary quarters in the Provincial Building. Two business blocks just completed by President A. D. Blount, and a new Masonic Building belonging to E. B. Jones. The new quarters so rented began on Tuesday morning. The same day of school had been lost.

The next school year and following years until 1892 found the Academy housed in Z. C. M. I. warehouse.

FINANCIAL DIFFICULTIES

The desire of Brigham Young Sr. that there be some financial provision for the maintenance of the Academy but the school always actively dependent on tuition for financial support, and the tuition paid was not always cash. Finance was an ever present problem trying for solution by Board of Trustees

and faculty. The following early-day story will serve as an illustration of the difficulties encountered and in some manner overcome. The school had in use an organ left by the Timpanogas University, and desired to retain it, but as usual, purchasing funds were not available. The keeping of the organ proved to be a matter, not of high finance, but nevertheless of financial wizardry. The story really has its beginning before the endowment of the Academy. According to the records of Utah County March 2, 1875--"W. H. Dusenberry petitioned the County Court for aid in the purchase of an organ for Timpanogas University." On March 6, 1876, no action having been taken on the petition, and the Timpanogas University having been discontinued, Dusenberry withdrew his petition of the year before. On the following day--March 7, 1876--the County Court received a communication from the recorder of Provo City, calling attention to the fact that the City Council had remitted to the late Timpanogas University the sum of $150, one half the sum loaned the said university for the purchase of an Estey organ and requesting the county to appropriate a similar amount to the Brigham Young Academy. A later record of the County Court shows that on motion of Selectman Page the sum of $150 was appropriated to the Brigham Young Academy for the purchase of an Estey organ. Out of this complication it would appear that

the organ was jointly owned by the Timpanogas University and Brigham Young Academy, but as the Timpanogas University had ceased to exist the organ remained in the possession of the Academy. The incident, however, was not entirely closed, for while the Timpanogas University had ceased to exist as an educational institution, it does not seem to have discontinued as a claimant. This state of affairs is shown by a strange authorization given the Executive

and laudry. The following early-day story will serve as an illustration of the difficulties encountered and in some measure overcome. The pioneer had in use an organ built by the Timpanogos University, and desired to retain it, but as usual, purchasing funds were not available. The keeping of the organ proved to be a matter, not of high finance, but considerable of financial security. The story really has its beginning before the incorporation of the Academy. According to the records of Utah County Court, 1872-73, "W. H. Dewsberry petitioned the County Court for aid in his revolution of an organ for Timpanogos University." On March 4, 1873, no action having been taken on the petition, and the Timpanogos University having been discontinued, Dewsberry withdrew his petition at the year before. On the following day—March 7, 1873—the County Court received a recommendation from the citizens of Provo City, calling attention to the fact that the City Council had resolved in the late Timpanogos University the sum of $150, one half of the same based the said university for the purchase of an Estey organ and requesting the County to appropriate a similar amount to the Brigham Young Academy. A here record of the County Court shows that on motion of Commissioner Page the sum of $150 was appropriated to the Brigham Young Academy for the purchase of an Estey organ. Out of this complication it would appear that

the organ was jointly owned by the Timpanogos University and Brigham Young Academy, but as the Timpanogos University had ceased to exist the organ remained in the possession of the Academy. The institution, however, was not entirely closed, for while the Timpanogos University had ceased to exist as an educational institution, it does not seem to have disorganized as a legal entity. This state of affairs is shown by a simple substitution given the Secretary

Committee by the B. Y. Academy Board, August 4, 1877, "to make the best possible settlement with the late Timpanogas University for the furniture of the said University now used in the Brigham Young Academy." But it is hardly to be supposed that the "late Timpanogas University" would make any claim for the organ as its part had come as a gift from Provo City.

The bringing about of the desired result relative to the ownership of the organ did not of course occure without effort behind the scenes on the part of members of the Board of Trustees and the faculty. In this manner the struggle for existence and progress went on.

The period of greatest distress came after the fire, a time referred to in later years by Principal Maeser as "those dark days," when the school could not pay its rent and the teachers did not receive their meager salaries. There were times when the Board, not knowing where to get funds to run the school, actually considered closing it. Then it was that Professor Maeser and his faculty showed their intense loyalty, and taught for anything that might be had rather than close the school.

President Smoot was equally loyal. In the winter of 1887, to bolster up a shrinking enrollment, he asked each member

in attendance at a Utah Stake Priesthood meeting, to pay the tuition of at least one student at the Academy. As he had to leave before the close of the meeting, he told the Priesthood assembled that they might name the sum he should pay and he would abide by the decision. Members of the Academy faculty holding the Priesthood made ready response to the call. As a striking example it may be mentioned that A. L. Booth, who was teaching his first year at the Academy of a salary of $20 a month, paid a quarter's tuition for one student.

Committee by the B. Y. Academy Board, August 4, 1892, "to make the best possible settlement with the late Timpanogos University for the furniture of the said University now used in the Brigham Young Academy." For it is hardly to be supposed that the "late Timpanogos University" would make any claim for the organs as its part had come as a gift from Provo.

The foregoing sketch of the desired result relative to the ownership of the organs did not of course succeed without helpful advice on the part of members of the Board of Trustees and the Faculty. In this connection the struggle for existence and progress went on.

The period of greatest distress came when Don Carlos, a close relative of the later years by Professor Brewer as "those dark days" when the school could not pay for rent and the teachers did not receive their meager salaries. These were times when the Board, not knowing what to put faith in, was increasingly actually constructed during it. This it was that Professor Brewer and his faculty showed their intense loyalty, and thought by sacrificing their salaries rather than close the school.

Twenties issues was equally hard. In the school of 1897, in spite of a determined enrollment, he asked more teachers

in attendance at a high class Theological meeting. He pay the person or at least one student at the Academy. Or he had to have before the school or the community, for that the Theological institution that there might come the school pay and be worse again by the position. Members of the Academy faculty helping the Professors made ready response to the call. As a striking example it may be mentioned that A. L. Booth, who was teaching his first year at the Academy of a salary of $25 a month, paid a quarter's tuition for one student.

An effort was made to obtain help from the Church, but the Church itself was lacking in funds, and could make but small contributions. On one occasion, Zina Young Williams, daughter of President Young and instructor in fancy needlework, visited President John Taylor and bore her testimony to the good the school was doing and the love that existed among students and faculty, and pleaded for financial assistance for the school. President Taylor seemed impressed and asked her to call again. When she did so, he told her he had been visited by her father, who had asked that the school be fostered and cared for. A little later President Taylor announced a Church contribution of $500. While the Academy was grateful for this help--the best aid the Church could render at the time--there was still a disappointment over the smallness of the sum. After that time the Church made appropriations sufficient to pay the tuition of a number of normals.

But if the school was poor in finance it was rich in spirit. It was certainly sowing seed in the hearts of its students and patrons that were to grow and bear fruit in later years.

Superintendent of Church Schools

On July 27, 1888, Karl G. Maeser, while still retaining the position of Principal of Brigham Young Academy, was made the first Superintendent of the L. D. S. Church school system . As Professor Maeser's new duties required him to spend much of his time away from the Academy, organizing and supervising the various units of the Church school system, he could not give that close attention to the affairs of the Academy that he had been accustomed to doing. More help was needed. To supply this help the Academy Board selected James E. Talmage to take the place of Karl G. Maeser as Principal.

An effort was made to obtain help from the Church, but the Church is small and is lacking in funds, and could make but small contribution. On one occasion, Miss Jenny Williams, daughter of President Young and instructor in Sunday schools, visited President John Taylor and bore her testimony to the good the school was doing and the love that existed among students and faculty, and pleaded for financial assistance for the school. President Taylor seemed impressed and asked her to call again. When she did so, he told her he had been visited by two ladies, who had asked that the school be fostered and cared for. A little later President Taylor announced a Church subscription of $300. While the Academy was grateful for this help—the best all the Church could render at the time—there was still a disappointment over the smallness of the work. Later that year the Church made appropriations sufficient to pay the tuition of a number of students.

But if the school was poor in finance it was rich in spirit. It was certainly sowing seed in the hearts of its students and patrons that would grow and bear fruit in later years.

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On July 27, 1888, Karl G. Maeser, while still retaining the position of Principal of Brigham Young Academy, was made the first Superintendent of the L. D. S. Church school system. As President Maeser's new office required him to spend much of his time away from the Academy, organizing and supervising the various units of the Church school system, he would give that close attention to the affairs of the Academy that he had been accustomed to doing. Some help was needed. To supply this help the Academy Board selected Jesse E. Talmage to take the place of Karl G. Maeser as President.

Talmage, an immigrant from England in 1876, had entered the Academy as a student soon after his arrival, and had later been employed as a teacher. In 1882 he had been given a leave of absence and had taken a bachelor's degree from Lehigh University and had studied an additional year at Johns Hopkins University. He had returned to the Academy in 1884 as professor of chemistry and geology. Professor Talmage accepted the principalship appointment; but he had done little more than outline the plans for the ensuring year and prepare the current annual for publication when he was called by the presiding authorities of the Church and its educational board to the Principalship of the Salt Lake Academy--afterwards the Latter-day Saints' College, and still later, Latter-day Saints' University. He accordingly resigned his newly acquired position as Principal of the B. Y. Academy, and accepted the Salt Lake position.

For two years no appointment was made at the B. Y. U. When Benjamin Cluff, therefore, returned from the University of Michigan in 1890, with his bachelor's degree, he found work

waiting for him. He was made assistant Principal, a position he held until January 4, 1892, when he became Principal.

The New Building

The first building erected on what is now known as the city campus of Brigham Young University, then Brigham Young Academy, was the Education Building. The site had been procured a number of years before the erection of the building and the foundation had been put in. Work was resumed in 1891, and finally on January 4, 1892, the building was dedicated. The students met at the Z. C. M. I. warehouse which had housed the school for most of the time since

Talmage, an immigrant from England in 1874, had entered the Academy as a teacher from Silver Lake District, and had later been employed as a janitor. He had be had been given a leave of absence and had taken a vacation to Iowa Lodge University and had studied an additional year at Junior College University. He had returned to the Academy in 1884 as professor of laboratory and geology. Professor Talmage accepted the principalship appointment but he had done little more than outline the plans for the ensuing year and engaged the services of qualifications which he was called by the presiding authorities of the Church and the administrative board in the Tri-municipality of the Salt Lake Stake--alternately the Latter-day Saints' College, and still later, Latter-day Saints' University. He strenuously pledged his newly acquired authority as President of the K. T. Academy, and accepted the Salt Lake position.

The two years in approximately were spent by the K. T. U. Thomas Darlington Child, graduated from the University of Michigan in 1890, with his bachelor's degree. He stood ready

waiting for him. He was made "Acting-President" a position he held until January 1, 1892, when he became President.

The New Building

The first building erected on what is now known as the old campus of Brigham Young University, then Brigham Young Academy, was the Karratine Building. The site had been purchased a number of years before the erection of the building and the foundation had been put in. Work was resumed in 1891, and finally on January 6, 1892, the building was dedicated. The architects were at the K. T. U. warehouse which had housed the school for some of the year since

the fire. Karl G. Maeser was filled with emotion on that day. He walked from room to room, living over the history of the institution. He stood with a group of students in the old normal room, where he had instructed so many classes himself, and remarked, "If these walls could but speak, what a story they would tell." The students who listened to him understood him well, for no man in the long train of years among the members of the faculty had the power to paint to students the glory of living, the purpose of life, the destiny of the souls of men through all the eternities, as did Karl G. Maeser.

The emotion exhibited by him had evidently taken possession of him hours before. His daughter, Otilla, generally known as Delia Maeser, said she had heard him walking the floor all night long.

He led the procession from the old warehouse to the new building, in all probability the finest school building at that time in the state of Utah. When the procession reached the

outside of the building, Dr. Maeser looked up at it; and a group of students, among other, George H. Brimhall, heard him say, "The old man taught in a cabin, but they have built a place for his boys."

The meeting was held in Room D. Joseph F. Smith, of the First Presidency of the Church, was in attendance, Abram O. Smoot, President of the Board of Trustees, and other members of the Board were there.

The outstanding feature of the program was the address of Karl G. Maeser. He told the story of the building. While Don Carlow Young, the church architect, was the recognized architect of the building, it was made known by the retiring Principal that the original plan had been drawn by himself under the inspiration and guidance from Brigham Young, founder of the school. In

the day. Karl G. Maeser was filled with emotion on that day. He walked from room to room. Strong over the history of the institution. He stood with a group of students in the old normal room, where he had instructed so many classes blessed, and remembered. "If these walls could but speak, what a story they would tell." The students who listened to him understood him well, for as each in the long train of years among the members of the faculty had the power to point to students the glory of living, the purpose of life, the destiny of the souls of men through all the eternities, as did Karl G. Maeser.

The emotion exhibited by him had evidently taken possession of him. Tears burst forth, this discipline, frankly, generally known as Latin Maeser, said the last hand him walking the floor all night long.

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II

details of the building, Dr. Maeser turned up at it and a group of students, among other, George H. Brimhall, began him say, "The old man taught in a cabin, but they have built a place for his boys."

The meeting was held in Room D. Joseph F. Smith, of the First Presidency of the Church, was in attendance, Moses T. Hoover, President of the Board of Trustees, and other members of the Board were there.

The outstanding feature of the program was the address of Karl G. Maeser. He told the story of the building. While Don Carlos Young, the church architect, was the recognized architect of the building, it was made known by the setting Brimhall that the original plan had been drawn by himself under the instructions and guidance from Brigham Young, founder of the school. In

his address he said, "Hereafter, when men shall ask who the architect of this building was, let the answer be Brigham Young."

At the close of his address he said that of all the words of the English language the hardest to say was "farewell."

"This, you, my dear students, and you, my beloved fellow teachers, will not require of me."

It is easy to quote words but the thing impossible to do is to describe the manner in which the man who had taken his mission as a commission from the Lord himself, and who loved Brigham Young Academy with all the power of his great soul, would say the words. No one has ever been able to describe the manner in which Edwin Booth read the Lord's Prayer. No one could ever describe the manner in which Karl G. Maeser delivered that address, but it will last longer in the minds of the students than any other event of that day.

IV

Administration of Benjamin Cluff

The year and a half that Benjamin Cluff spent as assistant Principal of the Academy put him into close touch with the affairs of the school and gave him such experience that when he became Principal January 4, 1892, he was well prepared for the task.

Cut Benjamin Cluff

Professor Cluff was among the first of the young men of Utah to leave the Territory in quest of higher learning. Returning full of enthusiasm and new ideas, he was made assistant Principal of the Academy and head of the

his address he said, "Therefore, when most need is the Commandant of this Building was, for the energy to Benjamin Franklin."

At the close of his address he said that of all the works of the English language the Declaration was "Jeffersonian."

"This, yes, my dear students, and you, my beloved Alpha Sigmas, will not require of me."

It is easy to guess words but the idea impossible to do it in the interpretation the manner in which the man who had taken his mission as a commission from the Lord himself, and the Lord Benjamin Franklin Academy with all the power of the great God, would say the words. He was never been able to describe the manner in which Kevin Brady read the Lord's Prayer. He was could ever describe the manner in which Jack C. Massey delivered the address, but it will last longer in the minds of the students than any other words at that day.

IV

Administration of Benjamin Club

The year and a half that Benjamin Club spent as national President of the Academy put him into close touch with the ability of the actives and gave him such experiences that when he became President January 4, 1931, he was well prepared for the task.

Out Standing Club

Benjamin Club was among the first of the young men of Zion to leave the Territory to guard of Brigham Lorenzo. Returning full of enthusiasm and new ideas, he was made assistant President of the Academy and head of the

Normal Department. Among the subjects he introduced in that department was psychology, something quite new as a distinctive branch of study at the Academy or in Utah. His return marked a new scholastic era in the school.

But his enthusiasm was not confirmed to scholastic pursuits: he also manifested vigot as an administrator. Z. C. M. I. warehouse, located in close proximity to the two railroad stations, though gratefully appreciated by the school in the hour of need, had never been considered a suitable school building. It was time, in Professor Cluff's opinion, to find better quarters, and he strongly urged the erection of the new Academy building, whose foundation had stood crumbling since 1884. His enthusiasm was communicated to the Board of Trustees, who went forward with the work, completing the building in 1891.

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Early Life of Benjamin Cluff

Benjamin Cluff was a ntive of Provo, where he was born February 7, 1858. He lived with his parents in that city until he was four years of age, when the family moved to Logan. At the age of seven, the boy with his mother and the other children of the family, went to join the husband and father, who was laboring as a missionary for the L. D. S. Church in the Sandwich Islands. The family remained at Laie for five years. There was little opportunity for schooling here, but Benjamin learned the native language and came under a geographic, social, and religious influence that was to leave a lasting impression on his life.

After his return to Logan in 1870, he assisted his father at carpenter work in the summer, and went to school in the winter. He was little interested

general Department. Among the subjects he introduced in that department was psychology, something quite new as a distinctive branch of study at the Academy at St. Cyr. His return inspired a new enthusiasm in the cadets.

But his enthusiasm was not confined to scientific pursuits. He also maintained vigor as an administrator. T. C. H. L. Weyrichsen, Director in place primarily to the two existing cadets. Though gradually overcome by the school in the later eighties, had never been considered a suitable school building. It was since, in Professor Cail's opinion, in that better quarters, and he strongly urged the erection of the new Academy building, which Commission had stood crumbling since 1882. His enthusiasm was contagious to the Board of Trustees, who went forward with the work, completing the building in 1891.

II

Early Life of Benjamin Cail

Benjamin Cail was a native of Illinois, where he was born February 7, 1858. He lived with his parents in that city until he was four years of age, when the family moved to Logan. At the age of seven, the boy with his mother and the other children of the family, went to join the husband and father, who was laboring as a missionary for the L. D. S. Church in the Sandwich Islands. The family remained at Laie for five years. There was little opportunity for schooling here, but Benjamin learned the native language and came under a psychologist, Social, and religious influences that was to leave a lasting impression on his life.

After his return to Logan in 1873, he assisted his father at carpentry work in the summer, and went to school in the winter. He was little interested

in schooling, however, until he was fifteen, when a new spirit took possession of him, and he began to study in earnest. At seventeen he went to Coalville, where for two years he was employed by his uncle, William W. Cluff, president of the stake, in the post office and tithing office. At the same time he was librarian of the Coalville City Library, a position in which he took great delight, and where he became imbued with a strong desire for an education. Hearing of the establishment of the Brigham Young Academy at Provo, he delighted in becoming a student in the new school. Not having the necessary money to buy a railroad ticket, he started out, afoot, in May 1877, for his native town. By means of some primitive hitch-hiking, he occasionally secured a lift in a farmwagon, and soon covered the sixty-five miles to Provo. There he met his uncle, Harvey H. Cluff, who assisted him in

entering the B. Y. Academy, and although but three weeks of the school year remained, he began his academic career.

During the vacation he hauled produce to Park City and Coalville, and coal from the latter place to Provo, earning enough to start him in school the next year.

But now an event occurred that for a time threatened to put a terminus to the young man's ambitions for an education. His father, who had purchased a farm at Center Creek, Wasatch County, sent for his son and asked for his help in running it. But so anxious was the son for an education that he put forth the plea that if the father would permit him to go on with his schod, the son would support himself and work his way through. The father consented, and the young man returned to school.

in schooling. However, until he was fifteen, when a new spirit took possession of him, and he began to study in earnest. At nineteen he went to Centralia, where for two years he was employed by his uncle, William W. Chell, proprietor of the inn, in the most active and lifting action. At the same time he read literature at the Columbia City Library, a position in which he took great delight, and which he focused behind with a strong desire for an education. Learning of the establishment of the Tylerson Twenty Academy at Tyrone, he delighted to become a student in the new school. Not having the necessary money to buy a railroad ticket, he started out, alone, in May 1877, for his native town. By means of some primitive hand-lifting, he successfully secured a lift in a farmwagon, and soon covered the sixty-five miles to Tyrone. There he met his uncle, Henry H. Chell, who entered him in

entering the D. T. Academy, and although had three weeks of the school year remaining, he began his academic career.

During the vacation he helped produce in Bluff City and Centralia, and read from the Harvy plays in Tyrone, earning enough to start him in school the next year.

But now an event occurred that for a time threatened to put a stopper on his young man's aspirations for an education. His father, who had purchased a farm at Cedar Creek, Tippecanoe County, went far into debt and asked for his help in paying it. For an instant was the love for an education that he put forth the plea that if the father would permit him to go on with his studies, he would repay himself himself and work his way through. The father consented, and the young man returned to school.

To help pay his expenses he secured a position as sub-janitor and later that of head janitor in the Academy. At the organization of the normal class he was chosen as one of the members, and soon after was installed as teacher of the Primary Department. He began his second year suspiciously, but in October, 1878, came a call to take a mission to the Sandwich Islands. It was a sacrifice to go, but imbued with Church ideals as he was, he could not refuse, and notified the Church authorities he would accept the call. He returned to Utah in the spring of 1882, and at the fall opening of the Academy was engaged as instructor of Mathematics.

In 1886, he was given a leave of absence to attend school at the University of Michigan. He graduated in 1890 with the degree of Bachelor of Science, and returned to the B. Y. Academy, assuming the position of assistant Principal.

Assistant Principal

While still acting as assistant Principal, Professor Cluff, to secure a greater co-operation of students gave encouragement to student organization and activity. On his initiative, the students took action in adopting white and blue as the school colors, the first school colors to be adopted in the State.

The first class organization to be effected was that of 1891, with Richard R. Lyman, as president. A regulation class program was given at the 1891 commencement exercises, and the class organization has been maintained since that time.

On Professor Cluff's suggestion, the celebration of Founder's day was instituted on October 16, 1891. It has since become a prominent holiday

To help pay his expenses he secured a position as janitor and take that of head janitor in the Academy. At the organization of the normal class he was chosen as one of the members, and soon after was installed as member of the Primary Department. He began his second year satisfactorily but in October, 1872, seems a call to take a position in the Lawrence Seminary. It was a sacrifice to go, for instead with Cheever hands as he was, he could not return, and pitched the Cheever enthusiasts he would accept the call. He returned to Dover in the spring of 1873, and at the fall opening of the Academy was engaged as instructor of Mathematics.

In 1884, he was given a leave of absence to attend school at the University of Michigan. He graduated in 1886 with the degree of Bachelor of Science, and returned to Dov. T. Academy, assuming the position of assistant Principal.

Assistant Principal

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Hill's work as assistant Principal, Preceptor Dell, in order a greater cooperation of students gave encouragement to student organization and activity. On his initiative, the students took action in adopting white and blue as the school colors, the first school colors to be adopted in the State.

The first class organization to be effected was that of 1891. With Richard H. Lyman as president. A regulation class program was given at the 1891 commencement exercises, and the class organization has been maintained since that time.

On Preceptor Dell's suggestion, the celebration of Founder's day was instituted on October 14, 1891. It has since become a prominent holiday

in the school. On Founder's Day in 1898 were established and dedicated two laboratories, one a laboratory of physics presented by the Holt family and the other a laboratory of chemistry by the Magleby family. The precedent was followed in 1899 by the establishment of the laboratory of mechanics by the Beckstead family, and in 1900 bf the laboratory of natural science by the Hinckley family. Representatives of these families had graduated from the Academy.

Not only did Professor Cluff endeavor to further the interests of the school through student and graduate organization, but through the help of the general public as well. At the beginning of the school year 1891-92 was organized the Studdnt's Loan Association, in which, according to The Normal of October 2, 1891, the people of the city were manifesting considerable interest and subscribing stock very freely. The object and pursuit of the Association as set forth in the Articles of Agreement, "shall be loaning money for the purposes of aiding persons to attend school at Brigham Young Academy and other places of

learning." The association is still in existence and has been the means of assisting many young people in securing an education.

Recognizing the energy and ability of Professor Cluff, the General Board of Education of the Church, "contemplating the establishment of a University of Zion and deeming it advisable that the curriculum of the Latter-day Saint College at Salt Lake City be extended preparatory to the course of studies designed for the future university," in March, 1891, asked that Professor Cluff be released from his position at the Brigham Young Academy for the next academic year, (1891-92) to be assigned to a

in the school. On Founder's Day in 1890 were established and dedicated two laboratories, one a laboratory of physics presented by the Ivins family and the other a laboratory of chemistry by the Stoughton family. The premises were furnished in 1899 by the establishment of the laboratory of mechanics by the Deseret News family, and in 1902 of the laboratory of natural science by the Eldredge family. Representatives of these families had graduated from the Academy.

Not only did Professor Cluff endeavor to further the interests of the school through student and graduate organizations, but through the help of the general public as well. At the beginning of the school year 1901-02 was organized the Student's Loan Association. In which, according to The Herald of October 2, 1901, the people of the city were manifesting considerable interest and subscribing much very lively. The objects and purpose of the Association as set forth in the Articles of Agreement, "shall be loaning money for the purpose of aiding persons to attend school at Brigham Young Academy and other places of

learning." The association is still in existence and has been the means of assisting many young people in securing an education.

Investigating the energy and ability of Professor Cluff, the General Board of Education of the Church, "contemplating the establishment of a University of Zion and deeming it advisable that the institutions of the Latter-day Saints College at Salt Lake City be assumed preparatory to the course of studies designed for the future university," in January, 1911, asked that Professor Cluff be released from his position as the Brigham Young Academy for the next academic year, 1911-1912 to be assigned to a

professorship at the L. D. S. College, where "his labors are essential."

The communication was somewhat of a surprise to the Board of Trustees of Brigham Young Academy, and was the occasion of a visit of President Smoot, H. H. Cluff, Karl G. Maeser, and B. Cluff Jr. to Salt Lake City, where they met with President Wilford Woodruff and the General Board of Education. According to the minutes of the Academy Board, March 23, 1891, "after an extended and complete consideration of the entire subject, President Woodruff and the Board cheerfully withdrew the call of B. Cluff."

Benjamin Cluff as Principal

On January 4, 1892, the new building was occupied, and after the dedication exercises had been held, Benjamin Cluff assumed the position of Principal.

The new Principal made a significant change at the beginning of his administration. All classes were put on the hour-period basis instead of the half-hour basis that had existed before. This change, of course, reduced the number of classes students might take during the term, and required more intensive work all tending toward higher standards of scholarship.

There was increased enrollment in the new building. It became necessary, therefore, in 1896 to place the eight grades of the Normal Training School in a separate building, the Central Building, now occupied by the First Security Bank.

First Summer School

In the summer of 1892, Principal Cluff instituted the first summer school in the State of Utah. He brought to the school that enthusiastic

professorship at the L.D.S. College, where this talent was essential.[7]

The commencement was somewhat of a festival in the Tabernacle. Theatre of Brigham Young Academy, and was the occasion of a visit of President Grant, H. M. Tanner, Karl G. Maeser, and B. Cluff Jr. to Salt Lake City, where they met with President Wilford Woodruff and the General Board of Education. According to the minutes of the Academy Board, July 21, 1896, "after an extended and complete consideration of the entire subject, President Woodruff said the Board unanimously authorize the call of B. Cluff."

Benjamin Cluff as Principal

On January 4, 1892, the new building was completed, and after the dedication exercises had been held, Benjamin Cluff assumed the position of Principal.

The new President made a significant change in the beginning of his administration. All classes were put on the term-period basis instead of the half-hour basis that had existed before. This change, of course, reduced the number of classes students might take during the term, and required more intensive work. All teaching toward higher standards of scholarship.[39]

There was increased excitement in the new building. It became necessary, therefore, in 1896 to place the high grades of the Normal Training School in a separate building, the Central Building, now occupied by the Lion Dairy Bank.

Year Between Terms

In the summer of 1896, Principal Cluff instituted the term-between school in the Stake of Utah. He brought to the school that understanding

psychologist and educational lecturer, Colonel Francis W. Parker, of Cook County Normal School, Chicago. Colonel Parker proved to be a great source of inspiration. Hundreds of teachers came from all parts of the State to hear him and were richly rewarded for their effort in an abundance of new ideas. Among his innovations was a new method of beginning the teaching of reading: words and sentences, incorporating ideas, were to be taught instead of letters, which are nothing buy symbols. "The alphabet came from the Devil," Colonel Parker declared, much to the delight of the audience. Following Colonel Parker at subsequent summer schools came Dr. Baldwin from the University of Texas, Dr. Burke A. Hinsdale from Michigan, and other educational specialists.

The summer school idea, so auspiciously inaugurated, became a permanent feature of the school.

In an effort to strengthen his faculty, Principal Cluff brought to the school three scholarly men from abroad, who had become members of the L. D. S. Church. The venture proved disappointing; one of the men, somewhat advanced in years, who had been a professor of the classics in an English school, could not ddapt his teaching to young men and women from the ranches

and country districts of Utah; the other two failed to maintain Church ideals. However, in an earlier selection, that of a native son of Utah, George H. Brimhall, Principal Cluff had made no mistake; the choice proved to be a most excellent one.

Better Teaching in Church Organizations

From the beginning, the influence of Brigham Young Academy for

psychologist and educational lecturer, Colonel Francis W. Parker, of Cook County Normal School, Chicago. Colonel Parker proved to be a great source of inspiration. Hundreds of teachers came from 20 years in the state to hear him and were richly repaid for their effort in an abundance of new ideas. Among his innovations was a new method of beginning the teaching of reading: words and sentences, interpretative ideas, were to be taught instead of letters, which are nothing but symbols. "The alphabet came from the devil," Colonel Parker declared, much to the delight of the audience. Following Colonel Parker at subsequent summer schools came Dr. Baldwin from the University of Texas, Dr. Bruce A. McMurtrie from Michigan, and other educational specialists.

The summer school idea, so enthusiastically inaugurated, became a permanent feature of the school.

In an effort to strengthen his faculty, Principal Cobb brought to the school three scholarly men from abroad, who had become members of the I. S. S. Council. The venture proved disappointing; one of the men, educational adviser in years, was had been a professor of the classics in an English school, could not adapt his teaching to young men and women from the ranches

and country districts of this side other was skilled in mathematics. However, in an earlier selection, that of a native son of Utah, George H. Ballard, Principal Cobb had made an instructor the venture proved to be a most excellent one.

Better Teaching in Church Organizations

From the beginning, the influence of Brigham Young's history the

good teaching had been carried to the public schools of the State. This influence was to continue during the Cluff administration, and George H. Brimhall was to be one of the chief factors in its promotion. The influence was to be felt not alone in the public schools but in the various Church organizations as well. Through the efforts of Principal Cluff and Professor Brimhall, classes were organized for the fraining of teachers in Sunday School and Mutual Improvement work. Officers and teachers came from all over the Church to participate in these activities. At the beginning, these courses lasted six weeks, but as the enthusiasm grew, they extended through the semester.

Alumni Association

Recognizing the value of an alumni association in furthering the interests of the school, Principal Cluff called a meeting of ole students during the commencement exercises in June, 1893, at which an organization was effected. George H. Brimhall was elected the first President of the B. Y. A. Alumni Association, serving during the year 1893-94.

Graduate Study

In harmony with his policy of developing a higher scholar-

ship at the Academy, the Principal set the wxample of taking a year's leave of absence for graduate study. In 1893 he went to Michigan a second time and at the end of the year returned with a master's degree, not a common acquirement at that time. Through his encouragement many young men were induced to go to Eastern and Western schools in pursuit of higher learning.

good working that been carried in the public schools of the State. This influence was so weakened during the Clark administration, and George H. Dilsaloff was to be one of the chief factors in its promotion. The influence was to be felt not alone in the public schools but in the various Church organizations as well. Through the efforts of Principal Clark and Superintendent Dilsaloff, classes were organized for the training of teachers in Sunday School and Church Improvement work. Officers and teachers came from all over the Church to participate in these activities. At the beginning, these meetings lasted one week, but as the enthusiasm grew, they extended through the summer.

Alumni Association

Investigating the value of an alumni association in instructing the interests of the school, Principal Clark called a meeting of its members during the commencement exercises in June, 1913, at which an organization was effected. George H. Dilsaloff was elected the first President of the A. T. S. Alumni Association, serving during the year 1913-14.

Graduate Study

In harmony with his policy of developing a higher scholar-

ship in the Academy, the Principal set the example of taking a year's leave of absence for graduate study. In 1913 he went to Michigan a second time and at the end of the year returned with a master's degree, and a renewed inspiration of life time. Through his encouragement many young men were induced to go to Eastern and Western schools in pursuit of higher learning.

Some of them, in later years became teachers in the school.

During Principal Cluff's absence in 1893-94, George H. Brimhall added to his duties as head of the training school those of acting Principal of the Academy as well. The task was, of course, too great for one man and it became necessary to bring in the services of other members of the faculty in teaching training, and the work continued with vigor.

While visiting schools in Massachusetts during his year's absence, Principal Cluff met and employed Miss Abby Celesta Hale, a niece of Edward Everett Hale, U. S. Senate Chaplain and author of "A Man Without a Country." Miss Hale was the first non-Mormon to be regularly employed on the faculty of the Academy. She remained with the school for three years as director of training. Her work was of the highest quality.

A President of the School

The energy of his administration secured rapid growth of the school. Significant of this growth was the bestowing of new titles on various officers. In accordance with a motion made by wilson H. Dusenberry at a session of the Board of Trustees July 20, 1895, it was ordered "that the office of Principal be applied to the heads of departments, and that the office of President of the faculty be and is hereby established, and that Benjamin Cluff be

sustained as said President."

Articles of Incorporation

The adoption on July 18, 1896, of Articles of Incorporation of the Academy was an event of great importance. In gave definite assurance that the Academy was a Church institution and might look to the Church for support.

Dean of Men. In later years Benson teaches in the school.

During President Shaff's absence in 1892-93, George H. Birkhead acted in his duties as head of the training school (dean of acting President of the Academy as well. "The task was, of course, too great for one man and it became necessary to bring in the services of other members of the faculty in teaching training, and the work continued with vigor.

While working actively in Pennsylvania during the year's absence, President Shaff was also conducting Bible Conferences throughout Ohio, a share of Ohio's Revival Band. H.C. Dennis (Dayton and author of "A Man Without a Country." Julia Dale was the first non-Mormon to be regularly employed in the faculty of the Academy. She remained with the school for three years as director of training. Her work was of the highest quality.

A President of the School

The energy of his administration featured rapid growth of the school. Highlighted by this growth was the increasing of men students in various offices. In accordance with a motion made by William H. Greenbatry at a meeting of the Board of Trustees July 20, 1893, it was resolved "that the office of President be applied to the header of department, and that the office of President of the faculty be and is hereby established, and that Benjamin Shaff be

appointed as said President."

Articles of Incorporation

The adoption on July 22, 1893, of Articles of Incorporation of the Academy was an event of great importance. Improve distinct recognition the Academy was a Church institution and might look to the Church for support.

The Articles of Incorporation, after reciting the conditions of the first deed of trust and also the fact that a second, executed by the heirs of Brigham Young, conveyed full and ample power ot the Board of Trustees to incorporate, set forth that the financial condition of the institution and the inadequate provisions for its support under the old system, necessitated a change. Continuing, it declared that the incorporators, members of the Church of Jesus Christ of Latter-day Saints, were desirous of seeing the trust carried out; and to that end were willing through its constituted authorities, the First Presidency, to assume the indebtedness of the institution and discharge the same, and carry out, according to the letter and the spirit, the trust created by Brigham Young, and to provide the necessary means to support and maintain the Brigham Young Academy as an institution of learning.

Following are the names of the twelve incorporators, who became the first Board of Directors, into whose hands the Board of Trustees conveyed the institution: Brigham Young, George Q. Cannon, Myron Tanner, Harvey H. Cluff, Wilson H. Dusenberry, Karl G. Maeser, David John, Susa Young Gates, Reed Smoot, Thomas R. Cutler, George D. Snell and Joseph Don Carlos Young. Provision is made in the Articles of Incorporation for the election of twelve directors every three years by the Saints assembled

in annual conference. The first election occurred April 6, 1957. It will be noted that this first Board contains three descendants of Brigham Young. This is in accordance with a provision in the Articles of Incorporation , a provision that remained in force for a number of years.

The Articles of Incorporation, after reciting the conditions of the first deed of trust and also the full text of a second, executed by the heirs of Brigham Young, conferred full and ample power on the Board of Trustees to incorporate, set forth that the financial condition of the institution and the inadequate provisions for its support under the old system, necessitated a change. Concluding, it declared that the incorporators, members of the Church of Jesus Christ of Latter-day Saints, were desirous of having the trust carried out and in that end were willing through an constituted authorities, the First Presidency, to assume the indebtedness of the institution and discharge its aims, and carry out, according to the letter and the spirit, the trust created by Brigham Young, and to provide the necessary means to support and maintain the Brigham Young Academy as an institution of learning.

Following are the names of the twelve incorporators, who become the first Board of Directors, but where known the Board of Trustees conveyed the institution: Brigham Young, George Q. Cannon, Abram Tanner, Harvey H. Cluff, Orson H. Spencer, Karl G. Maeser, Brent Jake, John Young Chase, Ward Lemon, Thomas N. Taylor, George Q. Cannon and Joseph Don Carlos Young. Provision is made in the Articles of Incorporation for the election of twelve directors every three years by the Board assembled.

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in annual conference. The first election occurred April 6, 1907. It will be noted that this is a closed corporation here dissolution of Brigham Young. This is in accordance with a provision in the Articles of Incorporation, a provision that remained in force for a number of years.

A liberalizing clause of the Articles of Incorporation is one opening the doors of the school to non-members of the L. D. S. Church, a practice which had been in vogue since the beginning of the School.

Collegiate Department

Another clause, in conformity with the growth of the school, provides for the establishment and maintenance of a college. In harmony with this clause, President Cluff, at a special session of the Board on October 16, 1896, the twenty-first anniversary of Founder's Day, suggested the observance of the day of the establishment of a collegiate department. The Board adopted the following resolutions:

> Whereas, There is a growing demand for higher education in the liberal arts and sciences among the youth of Zion, and
>
> Whereas, There is an increasing attendance of students At Brigham Young Academy, and
>
> Whereas, It was the original purpose of the Founder, President Brigham Young, that the highest education advantages should be offered by this academy in connection with thorough instruction in the principles of the Gospel of Jesus Christ, and
>
> Whereas, The time for the organization of a collegiate department is now fully at hand--there being already three years of collegiate work offered; Therefore,
>
> Resolved, That a collegiate department for higher education in the arts and sciences is hereby established in the Brigham Young Academy with such courses as are or may at any time hereafter be deemed necessary to the complete work of such department; such courses to lead to the regular academic degree.

A further manifestation of the change in the status of the Academy was the election in 1897 of George Q. Cannon of the First Presidency of the L. D. S. Church to the office of President of the Board of Directors of the school, a position he held until his death April 12, 1901.

A liberalizing influence of the initiative of incorporation is now spreading throughout the minds of the trustees and alumni of the L. D. S. Church, a practice which had been in vogue since the beginning of the School.

Collegiate Department

Another change, in conformity with the growth of the school, provided for the establishment and maintenance of a college. In harmony with this change, President Clark, at a special session of the Board on October 15, 1924, the twenty-first anniversary of President's day, suggested the advisability of the city of the establishment of a collegiate department. The Board adopted the following resolution:

> Whereas, There is a growing demand for higher education in the liberal arts and sciences among the youth of Zion, and
>
> Whereas, There is an increasing attendance of students at Brigham Young Academy, and
>
> Whereas, It was the original purpose of the President, President Brigham Young, that the highest education advantages should be afforded by this Academy in connection with thorough instruction in the principles of the Gospel of Jesus Christ, and
>
> Whereas, The time for the organization of a collegiate department is now fully at hand--there being already three years of collegiate work offered. Therefore,
>
> Resolved, That a collegiate department for higher education in the arts and sciences is hereby established in the Brigham Young Academy with such courses as are or may at any time hereafter be deemed necessary to the complete work of such department; such courses to lead to the regular academic degree.

A further manifestation of the change in the status of the Academy was the election in 1927 of George H. Ellsworth of the First Presidency of the L. D. S. Church to the office of President of the Board of Directors of the Academy, a position he held until his death April 12, 1929.

Beaver Branch

The erection in 1898 of the College building on the solicitation of President Cluff, through the contributions of ten loyal friends of the school, segregated the college from the high school and increased the prestige of the Academy. This prestige made itself manifest the same year in the establishment of a branch at Fort Cameron, near Beaver.

This action had its origin in a suggestion made by President Cluff at a session of the Board held August 2, 1897, that branches of the Academy be established in such of the stakes as desired them. The suggestion met with the approval of the Board, and President Cluff was asked to give the matter more definite condideration.

The establishment of the branch Academy at Fort Cameron was due to a combination of circumstances. The first was the existence of twenty-two unused rock buildings, erected in 1873 by the United States Government. These buildings had been erected on the appeal of Associate Justice C. M. Hawley, endorsed by Governor Wood, that an army post should be established at that point as a protection to court officers in the discharge of their duties and also as a protection against Indian raids. For some time a force of 250 men occupied the

fort. Finding no outlaws to keep in check the Government withdrew the troops and the buildings were left empty. Through the liberality of John R. Murdock, Philo T. Farnsworth and some others, the buildings, together with some 240 acres of ground were purchased and turned over to the Church for the use of the branch Academy. Beaver stake fitted up the buildings and

Closing Events

The erection in 1898 of the College Building on the initiative of President Clark, through the contributions of the loyal friends of the school, segregated the college from the high school and increased the prestige of the Academy. This prestige would itself minimize the same year in the establishment of a branch at Fort Cameron, near Beaver.

This action had its origin in a suggestion made by President Clark at a session of the Board held August 2, 1897, that between of the Academy be established in such of the states as desired them. The suggestion met with the approval of the Board, and President Clark was asked to give the matter some definite consideration.

The establishment of the branch Academy at Fort Cameron was due to a combination of circumstances. The first was the existence of twenty-two unused rock buildings, erected in 1873 by the United States Government. These buildings had been erected on the appeal of Adjutant General C. M. Shelby, endorsed by Governor Hunt, that an army post should be established at that point as a protection to west settlers in the discharge of their duties and also as a protection against Indian raids. For some time a force of 250 men occupied the

fort. Finding no motive to keep in check the Government withdrew the troops and the buildings were left empty. Through the liberality of John H. Murdock, Delia T. Farnsworth and some others, the buildings, together with some 160 acres of ground were purchased and turned over to the Church for the use of the branch Academy. Donors also aided by the buildings and

grounds for school purposes and contributed from $1200 to $2000 a year for the support of the school. Ernest D. Partridge was the first Principal. The school remained a branch of the B. Y. Academy for ten years, after which it became an independent school under the name of Murdock Academy for the district composed of Beaver, Parowan, Panguitch, and Kanab stakes.

Opposition to Church School College Work

With the various changes in the school and the erection of new buildings came a larger enrollment, necessitating more members on the faculty and a greater cost in maintenance of the Academy. The Church responded in accordance with the growing needs of the school.

That the progress of the Academy in college work was not in accord with views at the State University was made evident in a communication sent to President Cluff in 1898 proposing a change in the conduct of higher education in the State. It was suggested that the State University discontinue high school work and that the Academy and other Church schools discontinue college work. In reporting the matter at a session of the Board April 16 of that year, President Cluff stated that he had vigorously opposed the proposition. In this stand he was unanimously sustained by the Board.

Discrimination against the work of the Academy in teacher training was reported by President Cluff at the Board session of December 20, 1898. He explained that according to the State law all students of private schools, which of course, included Brigham Young Academy, were required to pass examinations before being permitted to teach, while State University students were allowed to teach without taking examinations. The Academy faculty was

grounds for school purposes and constituted from $1500 to $2000 a year for the support of the school. Jerome B. Burkhalter was the first President.

The school remained a branch of the N. X. Academy for ten years, after which it became an independent school under the name of Murdock Academy for the district comprised of Bowers, Sherman, Hampton, and Ozark counties.

Operation as Central School College Work

With the serious changes in the school and the creation of new buildings came a larger enrollment, necessitating more teachers on the faculty and a greater cost in maintenance of the Academy. The Charter was expanded in accordance with the growing needs of the school.

That the progress of the Academy in college work was not in accord with views of the State University was made evident in a communication sent by President Odell in 1888 proposing a change in the conduct of higher education in the State. It was suggested that the State University discontinue high school work and that the Academy and other Church schools discontinue college work. In expressing the matter in a meeting of the Board April 18 of that year, President Odell stated that he had vigorously opposed the proposition. In this stand he was unanimously sustained by the Board.

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Discriminations against the work of the Academy in teacher training was reported by President Odell at the Annual session of December 10, 1892. He explained that according to the State law all graduates of private schools, which of course included Central College Academy, were required to pass examinations before being permitted to teach, while State University students were allowed to teach without taking examinations. The Academy faculty was

authorized to appeal to the Legislature for a modification or repeal of the law. The appeal was made, but the law-makers of 1899 made no change in the law. A more equitable course of procedure has since been adopted by the State.

South American Expedition

The Brigham Young Academy in the year 1900 sponsored a South American expedition with President Cluff in charge, to engage in Book of Mormon archeological study, and to collect botanical, zoological, geological, and archeological specimens from Mexico, Central America, and South America. During the absence of President Cluff, George H. Brimhall acted as President. The expedition began its journey April 17, 1900, and returned to Provo February 7, 1902, without having achieved, due to dissension and other causes, the success hoped for. These was one member of the expedition, however, Chester G. Van Buren, a naturalist, who after the disbandment of the expedition in Mexico, went on to Columbia in South America where he struggled through the jungles in the vicinity of the Magdelena and other rivers until the autumn of 1903. He suffered privations and hardships, but when he' returned he had many rare and valuable specimans, consisting of birds, (1200 of

them) snakes, mammals, thousands of insects, plant specimens and a collection of Indian pottery. He returned home by way of New York, where he spent weeks in studying and classifying his collection.

On reaching the B. Y. U., it was deemed necessary for the preservation of the collection, that a museum of natural history should be established. This was accomplished through the enthusiasm and hard work of Professor

authorized to appeal to the Legislature for a modification or repeal of the law. The appeal was made, but the law-making of 1877 made no change in the law. A more systematic review of procedure has since been adopted by the State.

South American Expeditions

The Brigham Young Academy in the year 1900 sponsored a South American expedition with President Cluff in charge, to engage in study of Indian archaeological study, native native botanical, zoological, geological, and archaeological specimens from Bolivia, Central America, and South America. During the absence of President Cluff, George H. Brimhall acted as President. The expedition began the journey April 17, 1900, and returned to Provo February 7, 1902, without having attained, due to circumstances over which it had no control, the success hoped for. There was one member of the expedition, however, Charles H. Van Tassel, a naturalist, who after the disappointment of his companions in Bolivia, went on to Colombia in South America where he travelled through the jungles in the vicinity of the Magdalena and other rivers until the autumn of 1902. He suffered privations and hardships, but were his returns for but many were valuable specimens, consisting of birds, fish and

heavy snakes, mammals, crocodiles of insects, plant specimens and a collection of Indian pottery. He returned home by way of New York, where he spent weeks in studying and classifying his collections.

In planning the N. T. U., it was deemed necessary for the protection of the institution, that a museum of natural history, should be established. This was accomplished through the enthusiasm and hard work of President

Van Buren, Professor Edwin H. Smart, and George Talmage, a student assistant.

In the White and Blue of March 5, 1908, Professor Van Buren wrote the following about one of the two cases placed in the hallway on the third floor between the Education and College buildings:

> The background is a memory picture of the Magdalena River at its junction in with the Cauca on the morning of Sept. 28, 1901. The turbid Cauca rushing past in the foreground formed a striking contrast to the more tranquil Magdalena in the distance.

About the other case:

> This is a composite scene showing some of the characteristics of a tropical forest, Many of the mosses, lichens, and ferns were brought from Columbia. The flowers and leaves were made from casts, models and paintings of native plants. The animals were all collected in the Dppartment of Antioquia.

Lucy B. Young Domestic Department

During the absence of President Cluff with the South American expedition, Acting President George H. Brimhall reported to the Board of Directors that Emma Lucy Gates offered to found a domestic science or cooking department at the Academy to be know as the Lucy B. Young Domestic Department. To raise funds for this project, Miss Gates proffered to give a music recital on January 18, 1902, and to give other recitals thereafter. The offer met with the warm

approval of the Board, and the department was established in accordance with the provisions suggested.

Van Dyke, President Ellis H. Adams, and Dwight Eisenhower's mother assisted.

In the White Sand Wing of Lincoln, 1950, Eisenhower was Guest speaker the following about one of the two means placed in the hallway on the third floor between the Education and College buildings:

> The bas-relief is a memorial plaque of the Independence Hall as the junction in with the Canal in the morning of July 4, 1906. The Grand Canal rattling past in the foreground forced a striking contrast to the many Original Highlights in the distance.

About the other case:

> This is a composite frame showing scene of the Chesapeake Lodge of a tropical forest. Many of the animals, Elephant, and Bears were brought from Colombia. The Geese and Lovely were made from cards, models and photographs of native plants. The Animals were all collected in the Department of Antiquity.

Lucy B. Young Domestic Department

During the absence of President Hall with the Boeck Expedition, Acting President George R. Bernhardt reported to the Board of Trustees that Lucas Lucy Cater offered to found a domestic science or cooking department at the Academy to be known as the Lucy B. Young Domestic Department. To raise funds for this project, Miss Cater proposed to give a music recital on January 16, 1902, and to give other recitals thereafter. The other met with the warm

approval of the Board, that the Adjustment was qualified in accordance with the provisions suggested.

Brigham Young University

As a climax to his efforts to make the work of the institution definitely collegiate in character, and to designate it as such, President Cluff, on September 22, 1903, submitted to the Board the following communication:

> On October 16, 1896, the Board formally established the college department of the Brigham Young Academy. Since that time and even prior thereto, the institution has been doing college work. The name academy implies work between the common school and the college or universi ty. The Academy has been conferring degrees for the completion of its college work, but the name academy places the school in a bad light in view of its doing this higher work. That this may be overcome, I suggest that a separate name be given to the college department commensurate with the work done there.

The suggestion met with favor from the Board, and the matter was referred to President Cluff and the secretary of the Board to confer with heirs of Brigham Young, and secure their consent to the change. Such action was not taken, however, as it was deemed unnecessary by attorneys consulted; the purpose to be attained, they stated could be accomplished by amending the Articles of Incorporation. The necessary amendments were made, and on October 23, 1903, the Brigham Young Academy became the Brigham Young University.

Resignation of President Cluff

With the statement that he desired to take up another line of work, President Cluff, a few weeks later tendered his resignation, to take effect at the close of the semester, December 23, 1903. His resignation was accepted, and George H.

Brimhall, who during President Cluff's absences, had served as acting President, was again appointed to act in that capacity.

Bridgeton Young University

As a sponsor to his efforts to study the work of the Bridgeton Debating Society, Bridgeton Young University, and to designate it as such, President Clell, on December 22, 1911, submitted to the Board the following communication:

> On October 16, 1911, the Board formally authorized the college department of the Bridgeton Young Academy. Since that time and even prior, observers, the institution has been doing college work. The same academy department work between the common school and the college as followed by. The Academy has been conducting courses for the convenience of its college work. But the same academy places the student in a bad light in view of the doing this higher work. This may be avoided, I suggest, then a separate name be given to the college department commensurate with the work done there.

The suggestion was well taken from the Board, and the matter was referred to President Clell and the secretary of the Board to confer with heads of Bridgeton Young, and report their consent to the change. Such action was not taken, however, as it was deemed unnecessary to secure consent, the purpose to be attained, they stated, could be accomplished by amending the Articles of Incorporation. The necessary amendments were made, and on October 23, 1912, the Bridgeton Young Academy became the Bridgeton Young University.

Resignation of President Clell

With the statement that he desired to take up another line of work, President Clell, a few weeks later tendered his resignation, to take effect at the close of the scholastic, December 31, 1912. His resignation was accepted, and George H.

Elwell, who during President Clell's absence, had served as acting President, was again appointed to act in that capacity.

The following resolutions of appreciation, drafted by a committee, were unanimously adopted by the Board:

> Whereas for twleve years beginning January 1, 1892, and ending December 23, 1903, Benjamin Cluff, M.S., D.Sc.D. has been President of Brigham Young Academy and University, and has during that time rendered signal service to the institution, and
>
> Whereas he has seen fit to resign this position with a view to engaging in business in Mexico;
>
> Resolved, that we, the Board of Directors of said institition, record herewith our unqualified approval of President Cluff's official record in connection with this school; also that we recognize in his administration an unusual degree of resourcefulness in promoting the growth of the school, and a marked executive versatility in the management of the daily routine work.
>
> Resolved, that in accepting Professor Cluff's resignation, which we do with regret, we wish him God-speed in his new vocation.

The Brimhall Administration

After serving as acting President from December 23, 1903, to April 16, 1904, George H. Brimhall was on the latter date appointed President of Brigham Young University. At the same time Joseph B. Keeler was appointed his first counselor and Edwin S. Hinckley his second counselor. The forming of a Presidency of three in the school was in accordance with a resolution passed by the General Church Board of Education, applicable to the Respective church schools.

On the resignation of Edwin S. Hinckley in January, 1915, as a member of the school Presidency and of the faculty, Amos N. Merrill, Professor of the Agricultural Department and principal of the High School, was chosen to fill the two positions vacated--that of second counselor to President Brimhall and that of Dean of the College. William H. Boyle succeeded Professor Merrill as Principal of the High School.

The following resolutions of appreciation, drafted by a committee, were unanimously adopted by the Board:

Whereas for twelve years beginning January 1, 1952, and ending December 31, 1963, Theodore Cluff, M. S., D. Sc. D. has been President of Brigham Young Academy and University, and has during that time rendered signal service to the institution, and

Whereas he has seen fit to resign this position with a view to engaging in business in Mexico;

Resolved, that we, the Board of Directors of said institution, express herewith our unqualified approval of President Cluff's efficient record in connection with this school, also that we recognize in his administration an unusual degree of resourcefulness in promoting the growth of the school, and a marked successive versatility in the management of the daily routine work.

Resolved, that in accepting Professor Cluff's resignation, which we do with regret, we wish him God-speed in his new vocation.

The Birnbaum Administration

After serving as acting President from November 23, 1964, to April 16, 1964, George H. Birnbaum was on the latter date appointed President of Brigham Young University. At his side Alma Joseph Ainsley was appointed his first counselor and Edwin S. Hinckley his second counselor. The leaving of a Presidency of three is the action was in accordance with a resolution passed by the General Church Board of Education, applicable to the respective church schools.

On the resignation of Edwin S. Hinckley in January, 1972, as a member of the school Presidency and of the faculty, Alma H. Ainsley, Trustee of the Agricultural Department and principal of the High School was chosen in his the two positions vacated--that of second counselor to President Birnbaum and that of Dean of the College. William E. Hoyle succeeded Trustee Ainsley as Principal of the High School.

A Faculty Member

George H. Brimhall became a member of Brigham Young Academy faculty in 1891, taking charge of the intermediate department. It was in a missionary spirit that he came to the school, having been called by Stake President A. O. Smoot to fill the position at a salary of $20 per month. Before coming to the Academy he had held several important school positions in Utah county, among them, County Superintendent and Superintendent of Provo City Schools. He resigned the latter position

when he was called to come to the Academy. While in charge of the intermediate department, he spent much time in association with Professor Cluff in the study of psychology and pedagogy. When Professor Cluff became Principal of the Academy, Professor Brimhall was made assistant professor of pedagogy department, and in connection there with, Principal of the training school and of the normal school.

During his teaching period at the Academy he was popular as an institute lecturer, and filled many appointments.

Early Life of George H. Brimhall

George H. Brimhall was born in Salt Lake City, December 9, 1852. As a boy he wandered over the hils herding cows; but in his soul was a yearning for the printed page. Later his family moved to Ogden, and finally to Spanish Fork. Then followed his removal to the Dixie Country, for his good parents were called to go on a Muddy Mission. This entailed great sacrifices, so much so, that he never lost the memory of hunger and scant shelter. Finally came the release that brough the family back to Spanish Fork. Once again he found himself in Utah Valley, the valley for which he

George H. Brimhall became a member of Brigham Young Academy faculty in 1891, taking charge of the Intermediate department. It was in a midsummer spirit that he came to the school, having been called by Lorenzo Snow to O. Hanson to fill the position at a salary of $25 per month. Before coming to the Academy he had held several important school positions in Utah county, among them, County Superintendent and Superintendent of Provo City Schools. He resigned the latter position

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when he was called to come to the Academy. While in charge of the intermediate department, he spent much time in associations with Professor Cluff in the study of psychology and pedagogy. When Professor Cluff became President of the Academy, Professor Brimhall was made assistant professor of pedagogy department, and in consequence thereof, Principal of the teaching school and of the normal school.

During his teaching period at the Academy he was popular as an inspiring lecturer, and called many appointments.

Early Life of George H. Brimhall

George H. Brimhall was born in Salt Lake City, December 9, 1862. As a boy he wandered over the hills herding cows but in his good age a yearning for his parents grew. Under his family moved to Ogden, and finally to Provo, Utah. This followed his removal to the Utah Country, for his good parents were called to go as a family missions. This occasioned great sacrifices, as much so, that he never lost the memory of hunger and some shelter. Finally came the release that brought the family back to Spanish Fork. Once again he found himself in Utah Valley, the valley for which he

expressed so much love and admiration in his well known song, "I Love Thee, Utah Valley."

After availing himself of the educational opportunities of his home town, he came to the Timpanogos Branch of Deseret University, located at Provo, and conducted by the Dusenberry brothers. On the discontinuance of the Timpanogos Branch, young Brimhall enrolled at the new school, Brigham Young Academy. He often related

in his morning talks to students the manner of his coming to Provo. His tuition was to be paid with part of a beef, but when he saw the sacrifice his parents were about to make he remonstrated, saying that it was not fair that so much of the family's winter food should go into his tuition. However, his mother comforted him by telling him that if he would go to school he could help other children later. This he had ample opportunity to do, for he was the eldest of ten children. While at Brigham Young Academy he did janitorial work for his support.

On receiving a teacher's diploma, awarded by the institution, he began teaching in Spanish Fork, where he helped to build the Young Men's Academy. While principle of the school in Spanish Fork, he was made Superintendent of Utah County Schools and also of Provo City Schools.

Joseph B. Keeler

Before becoming a member of the Presidency of the University, Joseph B. Keeler had been a building, a farmer, a newspaper man, and head of the Commerical Department at B. Y. U. He had filled a mission to the Southern States for the L. D. S. church, and had held a number of civil and

expressed an much love and admiration in his small brown song, "I Love Thee, Utah Valley."

After receiving Harvard of the educational opportunities at his home town, he went to the "Theological Branch of Brigham Young University, Logan" [illegible] founded by the Brigham Young Academy. On the discontinuance of the "Theological Branch," young Grandall enrolled in the new school, Brigham Young Academy. He often related

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in his speaking talks in students the manner of his coming to Provo. His tuition was to be paid with part of a hog. But when he saw the worthy his parents were going to make in order for overcoming, saying that it was not fair that in order of the family's water-hog should go into his tuition. However, his mother convinced him by telling him that if he would go school the hog would be other children later. This he had ample opportunity to do, for he was the oldest of ten children. While at Brigham Young Academy he did janitorial work for his support.

On graduating a teaching diploma, awarded by the institution, he began teaching in Spanish Fork, where he helped to build the Young Ward Academy. While principle of the school in Spanish Fork, he was made Superintendent of Utah County Schools and also of Provo City Schools.

Joseph B. Keeler:

Before becoming a member of the Presidency of the University, Joseph B. Keeler had been a teaching, a farmer, a newspaper man, and head of the Commercial Department at B.Y.C. He had filled a pulpit in the Bonneville district for the L.D.S. church, and had held a member of chief and

ecclesiastical positions. After graduating from the Brigham Young Academy he had studied a year at a Michigan business college, and at the time of his appointment as counselor in the school Presidency he was Principal of the Commercial Department. His varied experiences made him a most useful member of the University Presidency. Especially were his services valuable in connection with the building program of the school, due to his practical experience as a builder. His thorough knowledge of Latter-day Saint doctrine and his devotion to the Church were recognized in his appointment to be head of the Religious Education Department.

Edwin S. Hinckley

As a student of Brigham Young Academy Edwin S. Hinckley showed both ability and earnestness as well as a capacity for leadership. Inspired by the uplifting influence of Principal Benjamin Cluff, he went to Ann Arbor where he majored in geology at the University of Michigan and graduated with a bachelor's degree. He was employed as a teacher of science at Brigham Young Academy--University, and when the reorganization came, was the choice of President Brimhall for counselor. He was an earnest, enthusiastic teacher and won the confidence and esteem of the students. With these qualifications in mind, President Brimhall made him dean of the College.

In January, 1915, Dean Hinckley resigned his position at the B. Y. U. to accept the superintendency of the State Industrial School at Ogden. At a studentbody "send off," President Brimhall expressed the sentiment of the studentbody in the following words: "We give our blessings and our hope for

revolutionary position. After graduating from the Brigham Young Academy he had studied a year at a Michigan Institute of Technology, and at the time of his appointment as treasurer in the school Presidency he was President of the Commercial Department. His varied experiences made him a most useful member of the University Presidency. Especially were his services valuable in connection with the building program of the school. Due to his practical experience as a builder, his thorough knowledge of Latter-day Saint doctrine and his devotion to the Church were recognized in his appointment to the Board of the Religious Education Department.

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Edwin S. Hinckley

As a student at Brigham Young Academy Edwin S. Hinckley showed both ability and seriousness as well as a capacity for hard work. Employed by the spelling influence of Thomas Jesperson Chell, he went to Ann Arbor where he majored in geology at the University of Michigan and graduated with a Bachelor's degree. He was employed as a teacher of science at Brigham Young Academy-University, and when the conservatory came, was the choice of President Brimhall for conductor. He was an outstanding musician teacher and was the admiration and esteem of the students. With these qualifications in mind, President Brimhall made him dean of the College.

In January, 1913, Dean Hinckley resigned his position as the B. Y. U. to accept the superintendency of the State Industrial School at Ogden. At a memorable "send off," President Brimhall expressed the sentiment of the membership in the following words: "We give our Hinckley unstinted hope in-

his judicious care of himself and our absolute faith that he will not fail in his new field."

AmosN. Merrill

Amos N. Merrill received his elementary education at Richmond, Utah, his home town. After attending Brigham Young College at Logan one year, he went to the Agricultural College of Utah, from which, in 1896, he received the degree of Bachelor of Science. Following graduation he spent another year at the Agricultural College as student and laboratory assistant. As a member of the L. D. S. Church he next gave ready response to a mission call and spent two and a half years preaching the Gospel in Great Britian. On his return he entered the B. Y. C. as director of mannual training and agritulture, a position he held for seven years. Then, after attending the University of Illinois and receiving from that school, in 1908, his Master of Science degree, he spent another year as teacher at the B. Y. C. In 1909 he came to the Brigham Young Un iversity as professor of agriculture; in 1911 he was made Principal of the high school. Elevated to a position in the Presidency of the school and the deanship of the College, his affable and kindly manner gained for him the love of the students.

Before coming to the Brigham Young Academy, George H. Brimhall, as Principal and Superindendent in the public school system, had gained valuable experience as a school administrator. After identifying himself with the school, so closely did he come associated with President Cluff, and, due to President Cluff's absences, so fully did he share the responsibility of administration that the problems thereof grew quite familiar to him. But training for the position by no means tells the complete story of his success as an administrator. He was an indefatigible worker; he was

his patience sure to absorb and our absolute faith that he will not fail in his new field."

Howard H. Sherrill

Howard H. Sherrill received his elementary education at Grayson, Utah, his home town. After attending Brigham Young College at Logan, Utah, he went to the Agricultural College of Utah, from which, in 1906, he received his degree of Bachelor of Science. Following graduation he spent another year at the Agricultural College as assistant and laboratory assistant. As a member of the Y. M. C. A. Sherrill he went good work by responding to a million call and spent two and a half years preaching the Gospel in Great Britain. On his return he entered the U. C. as director of musical training and athletics, a position he held for seven years. Then, after attending the University of Illinois and receiving from that school, in 1918, his Master of Science degree, he spent another year as teacher at the U. C. In 1919 he came to the Brigham Young University as president of agriculture; in 1921 he was made Principal of the high school. Elevated to a position in the Presidency of the College and the chairmanship of the Faculty, his affable and kindly manner gained for him the love of the students.

Before coming to the Brigham Young Academy, George H. Brimhall, as President and Superintendent in the public school system, had gained valuable experience as a school administrator. After identifying himself with the school, he closely did he come associated with President Chall, and, due to President Chall's absence, he fully did he share the responsibility of administration that the problems thereof gave quite familiar to him. But training for the position by no means fully the vacancies every of his position as an administrator. He was an indefatigable worker, he was

throughally loyal to the Church, to the school, and to the sause of education; he was ever ready to make sacrifices for them; and this willingness seemed to inspire his associates and the students of the University. As a result, the Brimhall-Keeler-Hinckley- Merrill period was one of progress and cooperation--material, intellectual, and spiritual.

Cooperative Spirit

As an indication of the existence of this cooperative spirit an incident that occurred during the vacation period of 1914 may be cited. The men's gymnasium needed a new floor, but the Church appropriation for the year's expenses was hardly large enough to cover the item. President Brimhall reported that the lumber had been secured without affecting the year's expenses (how was not

stated) and asked for volunteers from the faculty to lay the floor. There was a prompt response and members of the faculty clad in overalls and armed with hammers, cheerfully spent two days in laying the floor. They made a good job of it.

On other occasions both faculty and students responded to the call of the President in digging sewer trenches, building mountain trails, constructing the big "Y" on the mountain side, laying cement concrete walks, and doing other desirable things for which money was not available.

B. Y. U. Women

A farther-reaching manifestation of co-operative, helpful spirit has been the work of the B. Y. U. Women's organization. At the beginning

Surprisingly lively in the Church, in the school, and in the house of education. He was ever ready to make sacrifices for others; and their worthiness seemed to inspire his inexhaustible and the support of this University. As a result, the Fortnightly-Sewing-Society-Study-Club period was one of progress and improvement--material, intellectual, and spiritual.

Competitive Spirit

We are indebted to the existence of this competitive spirit on campus that prevailed during the wartime period of 1918 may be cited. The men's gymnasium needed a new floor, but the Church appropriation for the year's expenses was barely large enough to cover the items. Prominent Methodist reported that the funds had been secured without alienating the year's regular giver was one.

Is

ready? and earned day volunteers from the faculty to lay the floor. There was a prompt response and members of the faculty that is somewhat man carried with interest, enthusiasm, effectively spent two days in laying the floor. They made a good job of it.

The Mary Jane Kelsey Faculty had absolute complaint to its call of the President to display seven twenty, building immediate trails, contributing the Day "17" on the immediate side. laying cement sidewalks, and doing other departments things for which money was not available.

M. Y. U. Women

A further-reaching manifestation of competitive, lately spent has been the work of the M. Y. U. Women's organization. At the beginning

of the year 1916-17 President Brimhall conceived the idea that such an organization, consisting of faculty wives and women teachers, could be of great help in looking to the welfare of the school, in promoting sociability among faculty members, and in various other ways.

Mrs. Elbert H. Eastmond was appointed to effect such an organization. She succeeded in interesting the women in the movement, with most satisfactory results. A more carefully planned organization was later effected, with provision for the election of a new president each year. The B. Y. U. Women have been vital factors in the progress of the school.

Church Teachers' College

A most significant item in the history of the University appears on the minute record of the Board of Directors of November 10, 1908. On that date President Brimhall presented for the consideration of the Board the condition of the college work of the University,

and submitted a communication to the General Church Board of Education asking recognition of the College of the Brigham Young University as the Church Teachers' College for the preparation of high school and college teachers. The communication was endorsed and forwarded to the General Church Board of Education, where it met with approval.

Prohibition

The saloons existing in Provo were not considered in harmony with the spirit of the school or the welfare of the students. The following resolution to the Provo City Council, sponsored by the Presidency of the

of the year 1916-17 President Schmidt considered the idea that such an organization, consisting of faculty wives and women teachers, would be of great help in looking to the welfare of the school, in promoting sociability among faculty members, and in various other ways.

Mrs. Elmer H. Harriman was appointed to direct such an organization. She succeeded in interesting the women in the movement, with real satisfactory results. A more carefully planned organization was later effected with provisions for the election of a new president each year. The H. T. C. W. seems have been vital factors in the progress of the school.

Church Teachers' College

A much significant force in the history of the University appears in the incorporation of the Board of Directors of November 13, 1916. On that date President Schmidt presented for the consideration of the Board the condition of the college work of the University.

and submitted a recommendation to the Central Church Board of Education calling recognition of the College of the Religious Teaching University as the Church Teachers' College for the preparation of high school and college teachers. The recommendation was endorsed and forwarded to the Central Church Board of Education, where it met with approval.

Conditions

The schools relating to Trevecca were not coordinated in harmony with the spirit of the school or the welfare of the students. The following resolution to the Trevecca Joint Council, presented by the President of the

school, was therefore, submitted to the Board of Directors at a session held June 4, 1909 and was unanimously adopted by the Board: "To the Honorable City Council of Provo City.

Gentlemen:

We, the undersigned members of the Board of Directors of the Brigham Young University, desire to call attention to a matter which in our judgment is worthy of serious consideration and decisive action by your honorable body.

The saloon is an evil in any community, and where it exists it is a constant menace to the morals and well-being of the community.

The Brigham Young University is an institution located in your midst which draws hundreds of young people from far and near, and also many parents who become permanent residents of Provo on account of the excellent educational advantages offered.

We believe that the University would be even more attractive to patrons residing outside of your beautiful city were there no saloons within its borders to allure young people.

The saloon and the influences that go out from it cause most of the troubles with which the faculty have to cope in government and discipline of students.

We therefore, respectfully ask that you take steps looking to the abolishment of the saloon at a very early date, that Provo, which is now a college town, may place itself in line with other college towns that stand for prohibition.

The petition met with the approval of the Provo City Council, but before taking action it entered into communication with other towns of the county and with the County Commission. As a result, prohibition was established throughout the county.

Eventually the State adopted prohibition and later the nation. Repeals, unfortunately, took place, and the fight is on again.

[illegible], was therefore, submitted to the Board of Directors at a session held June 4, 1934 and was unanimously adopted by the Board. To the Honorable City Council of Provo City:

Gentlemen:

We, the undersigned members of the Board of Directors of the Brigham Young University, desire to call attention to a matter which in our judgment is worthy of serious consideration and decisive action by your honorable body.

The saloon is an evil in any community, and where it exists it is a serious menace to the moral and well-being of the community.

The Brigham Young University is an institution located in your midst which draws hundreds of young people from far and near, and also many persons who come permanently with their families to Provo on account of the wholesome educational advantages offered.

We believe that the University would be even more attractive in patronizing residing outside of your beautiful city were there no saloons within its borders to allure young people.

The saloon and the influences that go out from it cause much of the trouble with which the Municipal Government is called upon to deal and disciplines of students.

We therefore, respectfully ask that you take steps looking to the elimination of the saloon at a very early date, that Provo, which is now a college town, may place itself in line with other college towns that stand for prohibition.

The petition was then signed by the Provo City Council, but before taking action it entered into communication with other towns in the county and with the County Commissioners. In a week, prohibition was nationally throughout the country.

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Eventually the state adopted prohibition and then the nation. Unfortunately, took place, and the fight is on again.

The World War Period

America's entrance into the World War, April 6, 1917, stirred the patriotic fervor of President Brimhall to the depths. He delivered fiery speeches and wrote soul-stirring songs that carried conviction to many hearts. "Old Glory," one of the songs, for which music was composed by Professor C. W. Reid, became a very popular song. Another, "We'll Serve Where You Want Us To Serve, Old Flag," a paraphrase of a religious song, also gained great acclaim. The young men of the school became imbued with the patriotic spirit and many of them enlisted. Earl B. Snell, studentbody president, was one of the first to join the colors.

On the first of August, 1918, three B. Y. U. professors and forty students from the school entered the Presidio of San Francisco for military training. The object of the training was to prepare a large number of instructors and assistants for the new military unit to be established at the Y. At the beginning of the 1918-19 year, a student Army Training Corps unit was organized at Brigham Young University. The Maeser Memorial and the new Mechanics Arts building were brought into use for housing the young soldiers. That the organization was a success would appear from the following report culled from White and Blue of October 16, 1918:

> The S. A. T. C. is still growing, and from present indications the 200 men whom it was aimed to get in the first place will form but a nucleus for the real camp. The physical "exams" have been quite severe and according to Coach Roberts those who pass it are surely qualified for an officers' training school.
>
> Commander Hancock has expressed the wish to make this the best training corps in the state. The men under him are determined that it shall be.

America's entrance into the World War, April 6, 1917, aroused the patriotic fervor of President Schmidt to the depths. He believed that sparkles and words meaningless enough that aroused enthusiasm in many hearts. "Old Glory," one of the songs, for which music was composed by Professor C. F. Ball, became a very popular song. Another, "We'll Serve Where Jim Has Lit To Serve, Old Flag," a parodyhymn of a religious song, also gained great acclaim. The young men of the school became imbued with the patriotic spirit and many of them enlisted. Earl E. Ball, graduate-student president, was one of the first to join the colors.

On the first of August, 1918, there E. T. C. graduates and forty students from the school entered the Students of Army Training for military training. The object of the training was to prepare a large number of instructors and leaders for the new military unit to be established at the T. M. for beginning of the 1918-19 year. A student Army Training Corps unit was organized at Kansas Teachers College. The Barracks Department and the new Education Class building were brought into use for housing the young soldiers. That the organization was a success would appear from the following report taken from White and Blue of October 15, 1918:

> The S. A. T. C. is still growing, and from present indications the 300 mark when it was aimed to get in the first place will form but a nucleus for the real camp. The physical "exams" have been quite severe and according to Coach Roberts those who pass it are surely qualified for an officers' training school.
>
> Commandant Hagen is delighted to work in near the best training corps in the state. The men under him are determined that it shall be.

The girls of the school were also determined to do their bit.

From the same issue of the White and Blue the following item is taken:

> A number of the girls from the B. Y. U. have joined the Girls' Patriotic League. This is organized under the supervision of the Government so that the girls as well as the boys can help Uncle Sam during this great crisis. The work is to make the soldiers happy with physical comforts as well as entertaining in social activities. On Tuesday evening at Social Hall about 100 girls took the pledge. . . . Before the evening was over everyone was very enthusiastic. Mrs. Ora Crawford as chairman and Mrs. Denhalter as secretary form an efficient and progressive leadership.

The influenza epidemic which was quite general in the country in 1918 reached the city; the school was closed for two weeks and all persons were for a time required to wear masks. The soldier boys who became ill were given the best of medical care and nursing, and no deaths occurred.

Administration Changes.

At the close of the year 1919-20 Joseph B. Keeler and Amos N. Merrill were released as counselors in the Presidency of the University and the management of the school was left in the hands of President George H. Brimhall. President Keeler severed his connection with the institution, but President Merrill continued to act as dean.

At the session of the Board of Directors held July 20, 1920, President Brimhall reported to the Board that the Church School Commission had requested that he devote a portion of his time the coming year to the supervision of the Seminary work of the Church schools, and had suggested that a faculty executive committee be chosen to aid in conducting the school, especially during his absence. The request of the Commission was acceded to.

From the same issue of the Hippo and Mine the following item is taken:

> A number of the girls from the B. Y. U. have joined the Girls' Industry League. This is organized under the auspices of the Government so that the girls as well as the boys can help Uncle Sam during this great crisis. The work is to make the soldiers happy with physical comforts as well as substantial in social activities. On Tuesday evening in Social Hall about 300 girls took the pledge. . . . Before the evening was over everyone was very enthusiastic. Mrs. Ida Crawford as chairman and Mrs. Hardman as secretary form an efficient and progressive leadership.

The National Lighthouse which was quite popular in the country in

1918 reminded the city that the school was closed for two weeks and all persons

were for a time prepared to wear masks. The soldier boys who boarded

it were given the best of medical care and nursing, and no cases proved fatal.

Administration Changes.

At the close of the year 1917-18 Joseph E. Nordby and Jesse M. Harris

were released as commissioners to the Presidency of the University and the

management of this school was left in the hands of President George H.

Ahlstrom. President Nordby advised all concerned with the institution,

but President Merrill continued to act as dean.

At the meeting of the Board of Directors held July 23, 1920,

President Franklin expressed to the Board that the Church School Commission

had requested that he devote a portion of his time the coming year to the

supervision of the Seminary work of the Church Schools, and that he felt

that a faculty committee commission be chosen to aid in conducting the school

especially during his absence. The request of the Commission was acceded to.

Material Accomplishments

A summary of the principal material accomplishments of the Brimalll-Keeler-Hinckley-Merrill administration is as follows:

In 1904 came the erection of two structures, the Missionary and Preparatory building and a building for black smithing. For the latter, ten forges were contributed by public-spirited citizens. On Founder's Day, 1906, a tract of five hundred acres of land on Provo Bench was contributed by Jesse Knight.

Between 1904 and 1908 the campus on University Hill was acquired. In 1905 the "Y" was placed on the mountain side. In 1907 members of the faculty and of the Board of Directors contributed one thousand dollars for the purchase of apparatus for the laboratory of physics.

In 1908-09, students, teachers, and patrons contributed $2,025.70 for the laying of cement walks throughout the grounds.

In 1911--12 the Maeser Memorial building was built and furnished at a cost of one hundred and thirty thousand dollars, of which sixty-five thousand was contributed by the Knight family, five thousand was given by L. Holbrook and the balance by the Alumni Association. The furnishings were paid for by the Church.

In 1913 the Women's Gymnasium was built at a cost of $30,000 made possible through the mortgaging of Provo Reservoir stock owned by the University.

On May 26, 1916, students built the greater part of the "Y" pony trail to Maple Flat.

In 1917-18 the Mechanic Arts building was erected by Church appro-

Laurence Accomplishments

A summary of his principal material accomplishments of this Grammatic-Devine-Hinchley-Cherrill administration is as follows:

In 1954 came the erection of two structures: the Library and Preparatory Building and a building for Math modeling. For the latter, the larger were contributed by public-spirited citizens. On Founder's Day, 1954, a tract of five hundred acres of land on Three Lakes was donated by Jesse Knight.

Between 1954 and 1958 the campus on University Hill was acquired. In 1958 the "U" was placed on the mountain side. In 1957 members of the faculty and of the Board of Directors contributed one thousand dollars for the purchase of apparatus for the laboratory of physics.

In 1958-59, students, teachers, and patrons contributed $2,000.00 for the laying of concrete walks throughout the grounds.

In 1960-62 the Masonic Educational Building was built and furnished at a cost of one hundred and ninety thousand dollars, of which sixty-five thousand was contributed by the Knight family. The diagram was given by L. Holbrook and the lectures by the Alumni Association. The furnishings were paid for by the Church.

In 1963 the Women's Gymnasium was built at a cost of $38,000 (made possible through the mortgaging of Three Lakes) much needed by the University.

On May 24, 1966, students built the gymnasium floor of the "U" gone into to Maple Flat.

In 1967-68 the Mechanic Arts building was erected by Church funds.

The material achievements of the administration are outstanding but the scholastic advance in also noteworthy. In the changing of the name of the school at the close of President Cluff's administration to Brigham Young University, the Presidency of the new administration saw the imposition of greater scholarship responsibility on the school, and by their acts expressed a willingness to accept such responsibility. The requirements for a baccalaureate degree were substantially increased, and following this change, the Bachelor of Arts degree was in the Academic year 1906-07 substituted for that of Bachelor of Pedagogy; and at a later date--1920-21-- the degree of Bachelor of Science was added. By 1916 it was felt that the University had reached a scholastic standard warranting the granting of a higher award, and on April 21 of that year the Board of Directors, on recommendation of President Brimhall, authorized the conferring of the Master's degree.

The school catalogue for 1919-20 presents the organization of the school as follows:

> The Brigham Young University comprises the Church Teachers' College, offering (1) graduate work leading to Master degrees; (2) four years' work above high school, leading to the degree of Bachelor of Arts; (3) two years' work leading to a Normal diplama; (4) two years' work leading to a Diploma in Business Education; (5) one year's work leading to a normal certificate. It also maintains a high school of four yearsl work and an elementary school.

The catalogue for 1920-21 wets forth that "during the summer of 1920 the University was reorganized, providing for two schools, (a) a School of Education, (b) a School of Arts and Sciences; and also providing

The material achievements of the administration are overshadowed by the scholastic activities to also consider. In the charging of the course of the school at the close of President Clark's administration in Brigham Young University, the Presidency of the new administration saw the improvement of greater scholarship responsibility on the student, and by their acts expressed a willingness to accept such responsibility. The requirements for a baccalaureate degree were substantially increased, and following this change, the Bachelor of Arts degree was in the Academic year 1926-27 substituted for that of Bachelor of Pedagogy and at a later date--1932-33--the degree of Bachelor of Science was added. By 1933 it was felt that the University had reached a scholastic standard warranting the granting of a higher award, and so April 21 of that year the Board of Directors, on recommendation of President Ballard, authorized the conferring of the Master's degree.

The school catalogue for 1933-34 presents the organization of the school as follows:

> The Brigham Young University comprises the Church Teachers' College, offering (1) graduate work leading to Master's degrees; (2) four years' work above high school, leading to the degree of Bachelor of Arts; (3) two years' work leading to a Normal diploma; (4) two years' work leading to a Diploma in Business Education; (5) one year's work leading to a secondary certificate. It also includes a high school of four years' work and an elementary school.

The catalogue for 1933-34 was here that "During the summer of 1934 the University was overpaid, providing for two students, (1) a School of Education, (2) a School of Arts and Sciences; and also providing

for the conferring of the degree of Bachelor of Science.[7] No mention is made of Master degrees.

The practice of conferring honorary degrees on persons of outstanding achievements was inaugurated February 12, 1912, by awarding to Emeline B. Wells, a writer of distinction, the degree

of Doctor of Literature.

Spiritual Standards

The spiritual standards of the University were maintained at a high level during the Brimhall administration. For a time, however, there was a flurry of excitement brought about by the introduction of so-called "higher criticism," resulting in the manifestation of markedly liberal views in religion, often referred to as "modernism" in opposition to a strict adherence to dogmatic principles, spoken of as "fundamentalism." Between the two extremes were groups who sought to adjust to new conditions and progressive ideas without sacrificing essentials. Such a situation, of course, requires a fine sense of balance, and this President Brimhall was able to maintain.

That the religion of the Latter-day Saints contains provisions for growth and adjustment in harmony with revealed religion is shown in the Articles of Faith. The ninth article is as follows:

> We believe all that God has revealed, all that he does now reveal, and we believe that He will yet reveal many great and important things pertaining to the Kingdom of God.

According to a commonly accepted L. D. S. interpretation, revealed truth does not necessaryily come through a prophet of God; it may come through an inspired scientist or a philosopher. Such an interpretation gives a broad welcome to new truth.

for the remaining at the degree of Bachelor of Science. 7 No mention is made of Master degrees.

The question of conferring honorary degrees on persons of outstanding achievements was incorporated February 12, 1911, by inserting in Section 6, Article, a series of distinctions, the degrees

of Doctor of Literature.

Spiritual Standards

The spiritual standards of the University were maintained at a high level during the Kirkwall administration. For a time, however, there was a flurry of excitement brought about by the introduction of so-called "higher criticism," resulting in the manifestation of increasingly liberal views in religion, often referred to as "modernism" in opposition to a strict adherence to dogmatic principles, spoken of as "fundamentalism." Between the two extremes were groups who sought to adjust to new conditions and progressive ideas without sacrificing essentials. Such a situation, of course, requires a fine sense of balance, and this Frederick Kirkwall was able to maintain.

That the religion of the Lady-day Saints promotes psychosomatic harmony and adjustment to harmony with essential religion is shown in the Articles of Faith. The ninth article is as follows:

> We believe all that God has revealed, all that He does now reveal, and we believe that He will yet reveal many great and important things pertaining to the Kingdom of God.

According to a previously accepted L. D. S. interpretation, revelation truth does not necessarily come through a prophet of God. It may come through an inspired scientist or a philosopher. Such an interpretation gives a broad tolerance to new ideas.

In the thirteenth article occurs the further statement:

> If there is anything virtuous, lovely, or of good report or praiseworthy, we seek after these things.

These accepted pronouncements of the Church, however, did not bring harmony in the religious teachings of the school. The matter came to a climax in 1910, when General Superintendent of

Church Schools Horace H. Cummings brought the controversy to the attention of the General Church Board of Education. The Board appointed a committee of investigation, which submitted a report February 11, 1911, substantiating the charge of "subversive teachings" that had been made, and recommending that he professors and other instructors of the school be required to teach such doctrines as should be in harmony with the teachings of the Church.

No changes were made in the personnel of the faculty during the current year, but several withdrew the next year.[1]

A Crusader

President Brimhall was a fluent speaker, and especially in short addresses did he have the power of stirring the human soul to the depths. As Alice L. Reynolds comments, "Devotional exercises such as A. C. Lund could provide with his chorus and unusual soloists formed a setting for the electrifying addresses of the President at assembly, supplying a situation difficult to match."

From a memorial address delivered by Bryant S. Hinckley at Brigham Young University December 7, 1932, the following is quoted:

> President Brimhall was a crusader for righteousness. He hated shams, shunned hypocrisy and abhorred pretence.

In the Colorado article occurs the further statement:

> If there is anything virtuous, lovely, or of good report or praiseworthy, we seek after these things.

These accepted pronouncements of the Church, however, did not bring harmony in the religious teachings of the school. The matter came to a climax in 1928, when General Superintendent J.

Charles Ellsworth Thomas Jr. Commenced Struggle the controversy in the attention of the General Church Board of Education. The Board appointed a committee of investigation, which published a report February 12, 1931, substantiating the charge of "subversive teaching" that had been made, and recommending that the professors and other instructors which should be replaced in such positions as should be in harmony with the teachings of the Church.

The changes were made in the presence of the faculty during the current year, but proved unfavorable the next year.[1]

A Crusader

President Ivins was a fluent speaker, and especially in short addresses did he have the power of stirring the humor and in the religious. As Allen L. Reynolds remarks, "Traditional wayfarer such as A. C. Lund could provide with his humor and unusual analogies furnish a setting for the elucidating sermons of the President in a manner, supplying a situation difficult to match."

From a memorial address delivered by Bryant S. Hinckley at Brigham Young University December 7, 1932, the following is quoted:

> President Anthony W. Ivins was a crusader for righteousness. In noted sermons, sermons of humanity and eloquent prayers.

He was never happier than when fighting for a righteoud cause. This seemed to awaken a certain mental militancy which gave brilliancy to his powers. He had the spirit of sacrifice mingled with chivalry.

George H. Brimhall was an orator, not of the ponderous type who maps out his discourse with mathematical care and who moves his arguments with orderly precision to a grand climax, but of the brilliant, meteoric type who often reaches the great spiritual altitudes and appeals to the high emotions--the kind that touches the hearts of people and leads them to action.

There was an originality, a distinctiveness about him and about his public speaking that was unusual.

He was no ordinary man. In many fields he did great service--it would be difficult to say where he gave his best service. He did not make his supreme contribution in psychology or pedagogy,

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[1] See Appendix C.

In literature or oratory, neither as an organizer nor as an administrator; but in the field of character building. With the skill of an artist he could awaken and give direction to the forces often dormant in youth, forces which, when awakened, manifest themselves in noble endeavor and which underlie sound living.

He was preeminently a leader of young people. He had the priceless gift of calling forth the good that wells in the human heart, of lifting up the soul, of stirring the will, of putting purpose and resolution into the lives of people.

He was not a super-man but an inspired man. Noble in purpose, courageous in action, sympathetic and constructive in attitude--through it all he has left forever the impress of his great soul on this institution and upon the lives of the men and women of his generation.

Simple in his tastes, Puritanic in his self-discipline, high in his thinking, devoted to his people and to his God--he did a monumental work and left a shining and glorious memory.

President Emeritus

On april 26, 1921, President George H. Brimhall was honorably

He was never happier than when fighting for a righteous cause. This seemed to awaken a certain mental militancy which gave brilliancy to his powers. He had the spirit of an knight mingled with chivalry.

George H. Kimball was an orator, not of the pandorous type who roars on his discourse with mechanical ease and saw across his arguments with orderly precision in a grand climax. Not of the brilliant, melodic type who often reaches the great spiritual altitudes and appeals to the high emotions--the kind that soothes the hearts of people and leads them to action.

There was an originality, a distinctiveness about him and about his public speaking that was unusual.

He was no ordinary man. In many fields he did great service--it would be difficult to say where he gave his best service. He did not make his supreme contribution in psychology or philosophy.

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[1] See Appendix D.

In literature or science, neither as an engineer nor as an administrator; but in the field of character building. With the skill of an artist he could combine and give direction to the forces often dormant in youth, forces which, when stimulated, manifest themselves in noble endeavor and admirable mental vigor.

He was preeminently a leader of young people. He had the peculiar gift of calling forth the good that wells in the human heart, of lifting up the soul, of stirring the will, of creating purposes and assembling the fires of youth.

He was not a super-man but an inspired man. Noble in purpose, courageous in action, sympathetic and constructive in attitude--through it all he has left forever the impress of his great soul on this institution and upon the lives of the men and women of the generation.

Simple in his habits. Fearless in his self-discipline. High in his thinking. Devoted in his people and to his God--he had a mountainous work and left a lasting and glorious memory.

President Emeritus

On April 24, 1921, President George H. Kimball was summoned

released as active President of Brigham Young University, and on the same date he was appointed to the position of President Emeritus of the institution. Release and appointment were submitted by President Heber J. Grant on the recommendation of the General Church Board of Education, to go into effect July 1, 1921.

At the same session of the Board of Directors Dr. Franklin Harris was appointed President of the school to succeed President Brimhall. This appointment was also submitted by President Grant on behalf of the General Church Board of Education.

Appreciation by President Grant

Following the release of President Brimhall and the appointment of President Harris, President Heber J. Grant expressed deep appreciation of the services of President Brimhall. The following is quoted:

> I appreciate more than I can tell the very wonderful force and power and spirit of the Gospel of Jesus Christ that has been manifest in this school under the administration of President George H. Brimhall. I feel in my heart that from the time Brother Brimhall took charge of the institution the spirituality in it--the spirit that should characterize our church school system, namely, that which is necessary in the making of Latter-day Saints--has existed in the school as perfectly as it is given to mortal man to make it.
>
> I want this Borad to know that in the change that has been made that the Presidency and the Apostles appreciate more than we can tell Brother Brimhall's spirit of loyalty to the new President, and his absolute willingness to work, to support, and to sustain him in the position. There are some things in the battle of life of which we are unable fully to express our appreciation, and Brother Brimhall's attitude is one of them. I know of nothing that shows to me the real genuine Latter-day Saint more than the capacity and the ability of a man to retire from any position of importance with absolute loyalty to his successor.

manifest in this school under the administration of President George H. Brimmall. I feel in my heart that from the time Brother Brimmall took charge of the institution the spirituality in it--the spirit that should characterize our church school system, namely, that which is necessary in the making of Latter-day Saints--was moved in the school as perfectly as it is given to mortal man to make it.

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Tribute by a Fellow Teacher

In addition to holding the honored position of President Emeritus, President Brimhall was made director of theology. Of this period in his career Alice Reynolds write as follows:

> For eleven years he served the institution as President Emeritus--and Director of Theology. Now he had time for private consultation and many students sought him. This man so full of energy in his prime had a very gentle side; his office as President Emeritus gave him an opportunity to display this gentleness. When his release came he wrote to President Heber J. Grant, President of the Board of Directors saying, "I feel like a man who has driven his automobile to the brow of the hill and is now permitted to turn the wheel over to his son." The relief from the great responsibility of President gave opportunity for many pleasant personal contacts and gave the young an opportunity to drink of the fountain of his experience.

His death occurred July 29, 1932, only a few months before his eightieth birthday.

VI

(1) ADMINISTRATION OF FRANKLIN S. HARRIS

On recommendation of President Heber J. Grant, acting in behalf of the General Church Board of Education, Dr. Franklin S. Harris was on April 26, 1921, appointed President of Brigham Young University. The appointment was endorsed by the University Board of Directors, and went into effect July 1, 1921.

(2) Early Life

Franklin S. Harris was born August 29, 1884, at Benjamin, a rural community in Utah County named in honor of his maternal grandfather. His parents were both school teachers before their marriage,

and his grandparents were all Utah Pioneers. One of his ancestors, Thomas Harris, came to America in the good ship "lyon" with Roger Williams in 1631 and settled with that hero of religious liberty in Providence, Rhode Island.

When six years of age, Franklin, with his parents and other members of the family, moved to Mexico, where they lived under pioneer conditions. He graduated from Juarez Stake Academy in 1903, and soon thereafter returned to Utah. On his return he entered the Brigham Young University, from which institution he was graduated in 1907 with a Bachelor of Science degree. Following his graduation from Brigham Young University, he spent a year at Utah State Agricultural College, climaxing the year by marriage to Estella Spillsbury of Toquerville, Utah. With slight financial resources, but with stout

hearts, the young couple went to Ithaca, New York, where Franklin enrolled as a graduate student in agronomy at Cornell University. A Ph.D. degree was conferred on him in 1911.

At each of the educational institutions attended he had served as a laboratory assistant or instructor. He now turned his full attention to teaching. He began his professional career at the Utah State Agricultural College in 1911 where he was professor of agronomy from 1911 to 1916. At the same school, from 1916 to 1921 he was director of the Utah Experiment Station.

A member of the Latter-day Saint Church from his childhood, Franklin S. Harris, at the time of his appointment as President of Brigham Young University had been active as a religionist and had filled a number of important church positions. Six Children have blessed the Harris home. At the time of writing five of them have graduated from Brigham Young University; one, a young woman, was married before graduation.

and his grandparents were all Ibo Igbomen. One of his ancestors, Chief Barrie, came to America in the good ship "Igwe" with Mary Williams in 1855 and settled with that body of religious citizenry in Brownsburg, Indiana.

Thus his years of age, Jewelle, with his parents and other members of the family, moved to Ibadan, where they lived under primary conditions. Graduated from Queen Elizabeth Academy in 1966, she came temporarily returned to USA. On his return, he entered the Brigham Young University, from which institution he was graduated in 1967 with a Bachelor of Science degree. Following his graduation from Brigham Young University, he spent a year at Ibadan State Agricultural College, attending the year by courtesy in Canada Polytechnic of Toronto, Ont. Both college classmates remained, but with mind.

Jewelle, the young couple went to Ibadan, Ibo Town, where Jewelle resumed as a graduate student in sociology at Cornell University. A T-Ch daughter was conferred on him in 1971.

At each of the educational institutions attended he had served as a laboratory assistant or instructor. In one barrel his full scholarship to Wheaton. He began his professional career in the Ibadan Agricultural College in 1971 where he was professor of sociology from 1971 to 1974. In the same school, from 1974 to 1977 he was director of the Ibadan Agricultural Station.

A member of the Latter-day Saint church from his childhood, Jewelle M. Barrie, at the time of his appointment as President of Brigham Young University had been active as a priesthood and had filled a number of important church positions. His children have blessed the Barrie home. At the time of writing five of them have graduated from Brigham Young University; one, a young woman, was married before graduation.

(2) INAUGURATION

On Monday, October 17, 1921, the day scheduled for the celebration of Founder's Day, formal inauguration ceremonies were held in honor of the new President. Prominent Church authorities, members of the Faculty and Board of Directors, students and friends of the institution participated in the exercises, and from far and near came numerous letters of congratulation and felicitation.

(2) DEMANDS OF A NEW DAY

The time had arrived for a man of President Harris's scholastic attainments and professional title to assume the leadership at Brigham Young University. The school had had an enviable reputation in educational standing and progress, but to maintain the prestige of the past it was necessary to meet the still higher demands of a new day. While the school had for years had the title of University, a majority of the students had been in the high school section, and the standards of the college section were not of such a character as to demand recognition of the various college and university associations of the country. If the University was to live and grow it would be necessary to employ means in various directions to obtain higher standards in the college

(2) INAUGURATION

On Sunday, February 27, 1921, the day scheduled for the inauguration of President's day, formal inauguration ceremonies were held in honor of the new president. President Charles Wesley Flint, members of the faculty and trustees of Interlaken, students and friends of the institution participated in the festivities, and from far and near came congratulations and felicitation.

(3) TRIBUTES TO A NEW DAY

The time had arrived for a man of Christian ideals, scholarly attainments and professional skills to assume the leadership in bringing Young Interlaken. The second year had an unusual opportunity in educational standing and progress, but in spite of the prestige of the past it was necessary to meet the small college problem of a big city. Within the campus and the spirit and the title of Interlaken, a majority of the students had been in the high school, and the students of the college section were not at ease in adjusting to the broad atmosphere of the college spirit and university traditions of the institution. If the institution had to live and grow it could be accomplished only among its various directions to obtain higher standards in the college

section even if it should be at the expense, numerically, of the high school section. This might readily be done as the growing number of high schools in the State had rendered the maintenance of the B,Y. high school unnecessary except as needed in the training of high school teachers. With this policy in view, the name, high School building, which had been given to the first structure erected on the city campus when the second, the College Building, had been built, was changed to Education building. It was also determined to put a limit on the High School enrollment.

(2) FACULTY SCHOLARSHIP

It will be generally accepted as a truism that a University faculty should have a high standard of scholarship, but what constitutes such a standard may not be so

easily determined. With educational progress, standards tend to become higher and more clearly defined. And so each succeeding administration at Brigham Young had witnessed an advance in faculty scholarship. Following this line of progress, President Harris has used every means at his command to meet the increasing demands of his day, and in addition, has emphasized the importance of acquiring credits, degrees, and other external evidences of scholarship. The intrinsic value of a gold coin may not be greater than that

service even if it should be at the expense, momentarily, of the high school

curriculum. This might readily be done as the growing numbers of high school

in the future and consider the advisability of the 8-4, high school, elementary

change as needed in the training of high school teachers. With this guiding in

view, the county high school building, which has been given to the River

Stevenson district on the city margin when the council, the College Building,

had been built, was changed to Elementary building. It was also determined

to put a limit on the High School enrollment.

(2) FACULTY SCHOLARSHIP

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meet the increasing demands of his day, and in addition, has emphasized the

importance of conducting research, degrees, and other external evidences of

scholarship. The intrinsic value of a point scale may not be greater than that

of an unstamped piece of gold, but the value is more easily determined and the coin will be more readily accepted in the market place.

To enhance the faculty scholarship and obtain scholarship recognition, President Harris made arrangements each year for a number of sabbatical leaves of absence that teachers might attend institutions of higher learning; and, as the school grew, employed new teachers of scholastic standing. As a result of this policy the faculty has been greatly strengthened during the Harris administration.

(2) LIBRARY GROWTH

It may be that a learned professor at one end of a log and a student at the other end make a university, but it will hardly be questioned that the addition of a library will make a much greater university. The B.Y.U. had for many years had a respectable library, but not so extensive a one as desired. As the school grew in numbers, it became necessary to increase library facilities; the necessity became greater as college students took the place

of high school students.

According to a report submitted by Alice L. Reynolds, chairman of the library committee, and Annie L. Gillespie, librarian, at the opening of the school year 1921-22, the library contained 17,030 volumes apart from the

of the overtaxed rolls of staff, but the value is more mentally observation and the staff will be more readily assigned in the regular plan.

To ensure the library substantially and obtain satisfactorily arrangements, practicable Barris made arrangements most near for a number of additional leaves of absence that teachers might attend institutes of higher learning and, as the school grew, employed one temporary or substitute assistant. As a result of this policy the faculty has been greatly strengthened during the Barris administration.

(2) LIBRARY GROWTH

It may be that a learned professor of some end of a lay and a student at the same end make a difference, but it will surely be questioned that the addition of a library will make a more genuine university. The S.T.C. has for many years had a respectable library, but not as extensive as one desired. As the school grew in academy, it became necessary to increase library facilities; the eventually become greater as college students came the place.

of high school students.

According to a report submitted by Alice L. Degarmia, chairman of the library committee, and Annie E. Grissopre, librarian, at the opening of the second year 1922-23, the library contained 13,000 volumes apart from the

Government depository, which had in it approximately 6,000 volumes. In the same report attention was called to the lack of room for books and to fire hazards. President Harrisat once began planning to secure better library conditions. In these efforts he was energetically supported by the library committee. As a result, gifts of books and money were received from many sources. Next, application was made to the Church Board of Education for funds for a library building, and at a session of the executive committee of the Board of directors on August 18, 1924, Chairman T. N. Taylor reported that the Church Board of Education had made an appropriation of $125,000 for a library building.

This appropriation enabled the University to build the magnificent Hebar J. Grant Library. The number of books in the library is steadily increasing; in January 1937 it passed the 100,000 mark; in June, 1940 the number was in excess of 117,000.

(2) REORGANIZATION

Changes in the organization of the University were especially noteworthy, and added much to the efficiency and prestige of the school.

The catalogue for the first year of President

Harris's administration (1921-22), enumerates the divisions of the school

Shrewsbury Seminary, which had in it approximately 2,000 volumes. In the same report attention was called to the lack of room for books and to fire hazards. President Harrison was began planning to secure better library conditions. In some efforts he was energetically supported by the library committee. As a result, gifts of books and money were received from many sources. Also, legislation was made by the Church Board of Education for funds for a library building, and at a meeting of the executive committee of the Board of directors on August 12, 1894, Chairman E. B. Taylor reported that the Church Board of Education had made an appropriation of $10,000 for a library building.

This appropriation enabled the University to build the magnificent Baker M. Chase Library. The number of books in the library is already increasing. In January 1897 it passed the 100,000 mark; in June, 1900 the number was in excess of 117,000.

(4) Endowment

Changes in the organization of the University were especially noteworthy, and added much to the efficiency and prestige of the school.

The catalogue for the first year of President

Harris's administration (1901-02), summarizes the situation of the school

as follows:

1. A College of Education

2. A College of Arts and Sciences

3. A College of Commerce and Business Administration

4. An Extension Division

5. A Research Division

An Elementary Training School and a Secondary Training School are maintained in connection with the College of Education. Vocational courses are offered in the Secondary Training School for mature persons not ready for college work.

The following additions to the organization have been made:

In 1922-23, A College of Applied Science and A Graduate Division; in 1925-26, A College of Fine Arts; in 1940-41, A Division of Religion; and in 1941-42, a Summer School Division. Each college of the University has a number of departments, 38 in all; and each department effers a number of courses, a total of 1686 in 1941-42.

The deans of the respective colleges for the year 1941-42 were as follows: College of Applied Science, Thomas L. Martin; College of Arts and Sciences, Carl E. Eyring; College of Commerse, Herald R. Clark; College of Education, Amos N. Merrill; College of Fine Arts, Gerrit de Jong. Other

as follows:

1. A College of Education

2. A College of Arts and Sciences

3. A College of Commerce and Business Administration

4. An Extension Division

5. A Research Division

An Elementary Training School and a Secondary Training School are maintained in connection with the College of Education. Practical courses are offered in the Secondary Training School for various persons who study for college work.

The following additions to the regulations have been made:

In 1937-38, a College of Applied Science and a Summer Division; in 1939-40, a College of Fine Arts; in 1940-41, a Division of Religion; and in 1941-42, a Summer Normal Division. Each college of the University has a number of departments. It is still not such departments offers a number of courses, a total of 1000 in 1941-42.

The deans of the respective colleges for the year 1941-42 were as follows: College of Applied Science, Thomas L. Harris; College of Arts and Sciences, Earl W. Evelyn; College of Commerce, Harold E. Clark; College of Education, Jean E. Merrill; College of Fine Arts, Henry de Jong. Other

deans were as follows: Graduate School, Christen Jensen; Summer Sessions, A. C. Lambert; Women, Nettie Neff Smart; Men, Wesley P. Lloyd; The Director of Religious Activities was J. Wyley Sessions,

and of the Extension Division, Carlton Culmsee.

(2) ORIENTATION

It was a favorite saying of Karl G. Maeser that a teacher should know something of everything and everything of something. The statement is, of course, idealistic and quite impossible of realization, but nevertheless suggests in epigrammatic form the importance both of generalization and specialization in education. This thought has received emphasis during President Harris's administration. Each student is expected to select a major line of study and must supplement this line with a number of hours of work in orientation courses. These supplemental courses include mathematics and physical science, biology and psychology, social science, and English and foreign languages. To make the general course in physics more effective for students not majoring in this branch, Dean Eyring, in 1934, prepared a text, A Survey Course in Physics, which has been very helpful in giving orientation work in this field.

(2) MEMBERSHIP AMONG INSTITUTIONS OF HIGHER LEARNING

The progress manifest at Brigham Young University in faculty scholarship

team were as follows: Graduate School, Institute Gonzaga Zamora Ermiland, A. G. Lambert; Teams, Ermita Mart Church; New, Manila; 2, Legal; the Diocese of Malipione Institute the S. Ugay Seminary,

and of the Ermanda Division, Cardina Tolomeo.

(5) ORIENTATION

In one a Tuesday during of Part 3, Dreamer that a Jesuit could have something of overlooking the overlaying of something. The statement is, of course, impossible and quite impossible of realization, but nevertheless suggests in epigrammatic form the importance that of generalization and specialization in education. This thought has received expands Father Davis's administration. But society is expected to include a single line of study and must supplement the line with a number of some of work in orientation courses. These supplementary courses include mathematics and physical sciences, biology and psychology, social sciences, and English and foreign languages. To make the general course in philosophy more attractive for students and adjusting in this branch, Jesu Ugay, in 1924, proposed a test, of Ermita Dreamer the Jesuits, which the Jesuit was helped to giving orientation work in this course.

(5) MEMBERSHIP AMONG INSTITUTIONS OF HIGHER LEARNING

The program entitles at Ermita Jesuit University to rapidly establish

library development, and organization efficiency gave the school an academic tone and standing that entitled it to membership among institutions of higher learning. Such recognition has been granted. The first membership was acquired in 1923 in the Northwest Association of Secondary and Higher Schools on the unqualified recommendation of Dean Bolton of the University of Washington, who had visited the school for the purpose

of inspection. Next came admission to membership in the American Council of Education through action taken September 22, 1923. On May 3, 1924, President Harris reported to the Board of Directors admission of the University to membership in the National Assciation of Colleges and Universities. It was reported by Acting President L. John Nuttall Jr., January 13, 1927, that a letter had been received stating that Brigham Young University had by unanimous action been admitted to membership in the Association of American Colleges.

The following is culled from a letter of November 20, 1928, to President Harris from Adam Leroy Jones, chairman of the committee of University Admissions of the Association of American Universities:

> It gives me great pleasure to inform you that at its annual meeting on November 17, the Association of American Universities voted on the recommendation of the Committee of the classification of Colleges and Universities to place Brigham Young University on its approved list of colleges.

library facilities, and organization-activities gave the school an enviable name and enabling that entitled it to membership among institutions of higher learning. These negotiations have been pending. The first membership was accepted in 1929 at the Southern association of secondary and higher schools as the equivalent accreditation of Deen College of the University of Washington, who had visited the school for the purpose of inspection. That upon obtaining to membership in the Southern Council of Education through action taken September 22, 1929. On May 6, 1930, President Harris requested to the board of directors obtaining of the University to membership in the National Association of College and Universities. It was requested by Action President C. John Harris Jr., January 12, 1931, that a letter had been received stating that Bridges Young University had by unanimous action been admitted to membership in the Association of American Colleges.

The following is called from a letter of November 20, 1931, to President Harris from John Long Adams, chairman of the committee of University admission of the Association of American Universities

> It gives me great pleasure to inform you that at the annual meeting on November 17, the Association of American Universities voted on the recommendation of the Committee of the classification of Colleges and Universities to place Bridges Young University on its approved list of colleges.

This paragraph was followed by some suggestions in regard to the operation of the school, improvements of the library receiving special consideration.

Relative to the Membership of the University in the Association of American Universities the following item from the record of a meeting of the executive committee of May 17, 1934 is significant and interesting:

> President Harris reported a visit during the past week from Dr. Stauffer of the University of Kansas, representing the Association of American Universities. This association is the principal credit rating agency of colleges and universities in the United States. Among the items furnished Dr. Stauffer pertaining to the institution since 1928 when the Brigham Young University was accredited by this Association, are the following: increase in enrollment, from 1457 to 1969 a net increase in enrollment of 512; increase in number of books in library from 50,000 to 87,884, net increase of 37,884; increase in number of

> faculty members, 23; number of faculty members who have been on leaves of absence for study during this five-year period, 39; number of graduates, master degrees, in 1929, 5; in 1934, 34; bachelor degrees in 1929, 169; in 1934, 190.

Since 1934 the school has shown still further advancement. The total enrollment of students for 1939-40, according to the report of Acting President Christen Jensen, was 4,142. The catalogue for 1941-42 shows a faculty membership of 150, and the estimate of the number of volumes in the library in July, 1940 was over 117,000.

While these statistics show a splendid progress along general lines of college work during President Harris's administration, they do not tell the

This promises, and fulfilled by some subscribers in regard to the operation of the school, improvements of the library requiring special consideration.

Believing in the responsibility of the University in the association of American Universities the following item from the record of a meeting of the executive committee of May 17, 1934 is significant and interesting:

> President Harris reported a visit during the past week from Dr. Stauffer of the University of Kansas, representing the Association of American Universities. This association is the principal accrediting agency of colleges and universities in the United States. Among the items furnished Dr. Stauffer pertaining to the institution since 1920 when the Michigan Teachers University was accredited by this association, are the following: Increase in enrollment, from 1497 to 1400 a net increase in enrollment of 31%; increase in number of books in library from 20,000 to 67,000, net increase of 37,000; increase in number of faculty members, 39; number of faculty members who have been on leave of absence for study during this five-year period, 32; number of graduates, master degrees, in 1929, 9; in 1934, 34; bachelor degrees in 1929, 190; in 1934, 190.

Since 1934 the school has been until October [illegible]. The total enrollment of students for 1935-36, according to the report of Acting President Charles Jensen, was 4,140. The enrollment for 1936-37 shows a faculty membership of 190; and the maximum of the number of students in the library in July, 1936 was over 117,000.

While these statistics show a splendid progress along general lines of college work during President Harris's administration, they do not tell the

full story. A number of special features of a decidedly important character have been introduced into the school by President Harris.

(2) ENLIGHTENED SPIRITUALITY

Foremost among these features and quite in harmony with the Latter-day Saint doctrine of "eternal progress" comes the conviction that in no field of endeavor are the demands of a new day more emphatic than in religion. While it is true that new truths may be discovered, and that the concept of an old truth may be modified by a new discovery. Out of such a situation is developed what is known as "high criticism" and the apparent conflict between scientific truth and religious truth, but a apparent only, for of course there can be no real conflict between truth and truth. Conflicts sometimes occur, however, between individuals, perhaps between an advocate of an old order and one of a new order, or between a scientist and a religionist--in which event either may be right or may be wrong. To deal wisely with such conditions requires an enlightened spirituality supported by prayerful humility. Such an

achievement has been the aim of the school.

The Brigham Young University has put emphasis on religious training from its inception, and men of strong spirituality have been selected for

full sway. A modern or spiritual freedom of a decidedly imperfect character have been introduced into the school by transient faculty.

(3) RELIGIOUS ATTITUDES

Students among these students was quite in accordance with the intuitive-day Social doctrine of "natural progress" among the conservative men in the field of endeavor can the demands of a more day more acceptable than in religion. While it is true that men crowds may be discovered, and that the tendency of an old level may be modified by a new discovery. The of such a situation is demonstrated when it comes to "high religion" and the apparent conflict between scientific ideas and religious ideas, has a apparent only, for of course there can be no real conflict between truth and truth. Christian scientific theory, however, between individuals, perhaps because an observer of an air crater and one of a sun crater, or between a scientist and a religionist—in either event either may be right or may be wrong. We deal slowly with such conditions regards as antagonized spiritually supported by perpetual conflict. Such an achievement has been the aim of the school.

The Religious Group internally has got accounts on religious teaching from its conception, and some of whose spiritually have been attached the

the faculty, but they have not usually been men who have specialized in theology or religion. Their chief efforts have been in other lines, and their being called to teach classes in religion has been based on the assumption that every Latter-day Saint is familiar with the principles of the gospel and is a potential teacher thereof. But a specialized intellectual training, as one of the features of a new day, reaches into the field of religion as well as other fields of education. This statement does not mean that spirituality is to be lessened; it means rather that he who seeks to be a successful teacher of religion must have in his personality an enlightened spiritual force plus a trained intellectual power.

To maintain religious education on a high standard, President Harris appointed President Emeritus George H. Brimhall as Professor of Religion and head of the department of Religious Education. In addition to his duties as a school-man President Brimhall, had prepared manuals for various Church organizations, and had all his life been a student of religion. With such qualifications and experience President Brimhall proved to be an excellent choice for the position, which he held until his death in 1932.

On account of the failing health of President Brimhall during the latter years of his incumbency, Guy C. Wilson was brought in as an assistant

the family, but they have not usually been non-church qualified in

theology or religion. Their total efforts have been in other lines, and

their being called to every church in religion has been based on the

assumption that every intra-day child is trained with the principles of

the gospel and is a potential minister thereof. But a specialized institutional

training, as one of the features of a non-city, presents into the field of

religion as well as other fields of endeavor. This statement does not

mean that spirituality is to be jeopardized; it means rather that he who

seeks to be a successful leader of religious work must have the personality

or religious spiritual force plus a trained institutional power.

In matters religious education is a big consideration, considering Harris

suggestion: Jesuitical Jesuitism Jesuits 2, Jesuitry or Professor of Religion

and head of the department of Religious Education. In addition to the duties

of a school-and Jesuitical Institute, the personal-needs the various Church

Organizations, and has all his time been a student of religion. His good

qualifications and experience President Brickell proved to be an excellent

choice for the position, which he held until his death in 1929.

In accounts of the failing health of President Brickell during the

latter years of his incumbency, Dr. Wilson was loyalty to be the excellent

in 1930, and on the death of President Brimhall was given full responsibility. Professor Wilson was a man of Broad educational qualities and wide experience in religious work. After graduating in 1900 from Brigham Young University, he had done graduate work at Brigham Youg, Utah, Chicago, and Columbia. He had been instructor in religion at various academies and seminaries, and had been Principal of Juarez Stake Academy, President of Latter-day Saints University at Salt Lake City and supervisor of Religious Education, L.D.S. Department of Education. He retired as head of the department in 1939, although he continued to teach for some time after.

James Wyley Sessions was made Professor of Religious Education and Director of Religious Activities at B.Y.U. in 1939. He had received his bachelor's degree from the Utah State Agricultural College in 1911, and his master's degree from the University of Idaho in 1928. He had had experience in the following positions: instructor in agriculture in the southern branch of the University of Idaho; president of the South African L.D.S. mission; director of L.D.S. Institutes at the university of Idaho and Wyoming; director of the Missionary Training School at Salt Lake City, and professor of religion at the L.D. S. Institute at Logan.

Sidney B. Sperry, professor of religious education, received his M.A.

Board of Freshman Scholarships was given full responsibility. Freshman
Atlanta was a mix of Black experienced-qualified and some experience in
religious work. After graduating in 1921 from Bridgewater Teachers College, Mr.
Lee came greater work as Brighton Shop, Family Shopping, and Collection. He
had been assistant in religious or various students and secretarial, and
had been friendly in their home country, Professor of Sociology Atlanta
University in their home city and experience of Religious Education. L.F.C.
Department of Education. He retired as head of the department in 1949,
although he continued to teach for some time after.

Lewis Grant Beckham was Dean Professor of Religious Education and
director of Religious activities at L.F.C. in 1949. He had received his
bachelor's degree from the Ohio State Agricultural College in 1921, and his
master's degree from the University of Texas in 1924. He has had experience
in the Training Institute. Therefore in appointment in the available Dean
of the University of Lewis graduates of the Black Atlanta L.F.C. students
Director of L.F.C. Institute in the secretary of Black and Working
directors of the Blackstone Training School at Salt Lake City; and professor
of religion at the L.F.C. Institute of Texas.

Sidney E. Lewis, professor of religious education, received his B.A.

from the Divinity School of the University of Chicago, in 1926, and his Ph.D. from the Division of Humanities, Oriental Languages and Literature of the University of Chicago, in 1931. He did research at the American School of Oriental Research at Jerusalem, in 1931-32. He has been a teacher in various seminaries

and institutes, and came to Brigham Young University in 1932.

Russell Swenson, associate professor of religious education received his M.A. from the Divinity School, University of Chicago, in 1931, and his Ph.D. from the same school in 1934. He had experience as a teacher in several L.D.S. seminaries before coming to Brigham Young in 1933.

Other professors who do the major part of their work in other fields, have done intensive work in religious education, for which they have been well prepared through seminary work, missionary work and various Church activities. A number of them are at the present time on Sunday School, Relief Society, and Mutual Improvement General Boards, while others are engaged in Priesthood activities of various kinds.

(2) A DIVISION OF RELIGION

In religious education, as in other fields of education, classroom instruction, even under the greatest of teachers, does not complete the

from the Divinity School of the University of Chicago. In 1926, was M.A. from the Division of Humanities, Literature and Language and Literature of the University of Chicago, in 1927. He did research at the American School of Oriental Research at Jerusalem, in 1931-32. He has been a teacher in various seminaries

and institutions, and came to Religious Young University in 1940.

Russell Bowman, associate professor of religious education received his M.A. from the Divinity School, University of Chicago, in 1931, and his Ph.D. from the same school in 1934. He had experience as a teacher in several I.D.S. seminaries before coming to Brigham Young in 1945.

Them professors who in the major part of their work in other fields, have other interests were in religious education, for which they have been well prepared through century work, missionary work and various church activities. I number of them are at the present time in Young Women's Relief Society, and Mutual Improvement Association Teacher, while others are engaged in Priesthood activities of various kinds.

(4) A DIVISION OF [illegible]

In religious education, as in other fields of knowledge, character instruction, some make the product of lessons, then can employ the

program of training. Having become imbued with religious understanding and fervor, the student should be given an opportunity to function in some form of religious activity; principle and practice must be combined to secure true greatness of soul. To enable the school to conform more effectively to this ideal, it was deemed advisable to establish a Division of Religion. Such action was taken in 1940, and in 1941, on the decision of the Board of Directors, the division, was placed under

the immediate direction of the President of the University. Professor Sessions continued to serve as Director of Religious Activities. Four departments were established, with heads thereof as follows: Bible and Modern Scripture, Professor Sidney B. Sperry; Theology and Religious philosophy, Professor James Wyley Sessions; Church History, Associate Professor Russel Swenson; Church Organization and Administration, Professor Wesley P. Lloyd.

The attainments of the Division of Religion have been enhanced by the erection of the Joseph Smith Building. The value of such a structure in making more adequate provision for the social and religious needs of the students was suggested as early as 1937, but work thereon was not begun until 1939, when operations were commenced in connection with the Church Welfare plan. The building was completed in 1941, and was named, in accord

program of training. Having been tested with religious relevantality and nerve, the students should be given an opportunity to function in some form of religious activity; preaching and practice must be combined to secure true greatness of soul. To enable the school to perform more effectively as this based, it was deemed advisable to establish a division of religion. This action was taken in 1943, and in 1944, on the division of the School of Divinity, the division, was placed under

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the immediate direction of the President of the University. Professor Dreslinn remained to serve as director of religious activities. Four departments were established, with heads thereof as follows: Bible and Modern Religions, Professor Elmer E. Cherry; Theology and Religious philosophy, Professor Jesse Clay Ewelsen; Church History, Associate Professor Ewell Emerson; Church Organization and Administration, Professor Wesley T. Lloyd.

The effectiveness of the division of religion have been enhanced by the erection of the Temple Baptist Building. The value of such a structure is noting more adequate provision for the social and religious needs of the students was suggested as early as 1937, but some reasons was not begun until 1948, when operations were commenced in accordance with the church building plan. The building was completed in 1951, and was ready, in August

with a vote of the faculty, the Joseph Smith Building. The dedication occurred on Founder's Day, October 16, 1941.

Since the completion of the structure, the holding of a University Sunday School, a custom which was in vogue many years ago, has been resumed. A university Mutual Improvement Association has also been established. These organizations function under the advisement of the faculty, but have student officers. There officers are changed from time to time, giving opportunity for many students to gain valuable experience in church administration affairs.

The Joseph Smith building receives frequent use in social affairs and for many other purposes.

(2), SOCIAL UNITS

Social fraternities and sororities have never met with approval on the B.Y.U. campus. It has been felt that their influence was not for good, that they tended to create class distinctions among the students and to lower moral standards. It was conceded, however, that there is a cultural side to fraternity and sorority life at its best that is helpful in the development of the social being. How to eliminate the evils and retain the good in University social organizations was the problem that confronted President Harris and the faculty. In seeking a solution, the faculty adopted

with a view of the faculty, the Joseph Smith Building. The dedication received an Present's Day, October 23, 1940.

Since the completion of this structure, the building of a University Study Edifice, a dream which was in vogue many years ago, has been resumed. A university social improvement association has also been established. Three organizations function under the sponsorship of the faculty, but have student officers. These officers are changed from time to time, giving opportunity for many students to gain valuable experience in student administrative affairs.

The Joseph Smith building provides facilities for social affairs and for many other purposes.

[illegible]. Social Life

Social fraternities and sororities have always met with opposition on the B.Y.U. campus. It has been felt that their influence was not the good, that they tended to create class distinctions among the students and to lower moral standards. It was evident, however, that there is a spiritual side to fraternity and sorority life on the basis that it helpful in the development of the social being. How to eliminate the evils and retain the good in fraternity social organizations was the problem that confronted President Harris and the faculty. In seeking a solution, the faculty adopted

the following resolution:

> Resolved, that no student be allowed to belong to exclusive social organizations which to all intents and purposes are fraternities or sororities.

The resolution, submitted to the Executive Committee of the Board, met with approval, but the problem, in its larger sense, still remained unsolved. Not until several years later was a more forward looking plan presented. In seeking to solve the problem President Harris laid before the faculty the plan of organizing social units. These organizations were to differ from fraternities and sororities in being limited in their activities and expenditures and in being subject to closer faculty supervision. All students were to be invited to join the organization. After considerable discussion the plan was adopted and submitted to the Executive Committee, where it was adopted November 5, 1927.

The plan was put into effect and has met with fair success. There have been difficulties, it is true, one of them being to get the mass of the students interested.

However, many who do not become affiliated with social units, enroll in geographical, departmental, and other organizations where valuable social experiences are gained.

the following resolution:

> Resolved, that no student be allowed to belong to academic social organizations which do all towards such purposes and frequently be-committees.

The resolution, submitted by the Executive Committee of the Senate, was with approval, but the question, in the larger sense, still remained unsolved. The result caused great interest and a more careful looking into problems. In seeking to solve the problem Trinitarians faced serious the lamentable lack of organizations social nature. Some organizations were to choose from fraternities and sororities to being limited in their activities and regulations and in being analyzed a-closer faculty supervision. All students were to be invited to join the organization. Other recommendations discussed the plan and adopted and resolution by the Committee Constitution, which is not adopted November 2, 1921.

The plan was put into effect and was met with this response. There have been difficulties, it is true, and we cannot boast of our success of the students interest.

However, many who do not become affiliated with social clubs, enroll in photography, dramatics, and other organizations where friendship social relationships are gained.

(2) THE CAMPUS BEAUTIFUL

Lying to the west of the Wasatch range of mountains in the State of Utah is a row of valleys watered by streams from the canyons. Perhaps the most beautiful of these valleys is that of Utah, separated from Salt Lake Valley on the north by a spur of the Wasatch range and from Juab Valley on the south by towering Mount Nebo.

Utah Valley is in the shape of a half moon. In its west central part lies Utah Lake, having an area of about 130 square miles. This fresh body of water is Utah's Sea of Galilee, from which flows its Jordan river, emptying into the Great Salt Lake, the Dead Sea of America. Between the mountains and Utah Lake lies a strip of land about five miles in width and forty miles long, gently sloping toward the water. The average altitude of the valley is 4,500 feet above sea level. Provo river is the largest of a number of streams emptying into Utah Lake. Coming from Provo Canyon, it cuts the half-moon rim near the center and flows in a southwesterly direction to the lake. Bounded by lofty Provo Peak on the east, exalted Timpanogos on the northeast, Provo River on the north-west, and Utah Lake on the west and south, lies delightful Provo, the garden city of Utah. Located in this city are the two campuses of Brigham Young University, the city campus on University Avenue and University Hill campus to the north-east. Between

(d) The Water Situation

Lying to the west of the Bamboo range of mountains in the state of Ylem is a vast network maintained by streams from the campus. Perhaps the most beautiful of these valleys is that of Tsmy, separated from Sali Inlet Valley on the north by a spur of the Bamboo range and from Ebon Valley on the south by Towering Moon Zebu.

Ebon Valley is in the shape of a half moon. In its most centralized part this tract lies, having an area of about 1.5 square miles. The crescent body of water is Ebon's Ben of Smiles, from which flows the Jenkin river, supplying half the Ebon Sali lake, the lower box of Ashfolk. Between the mountains and Ebon Lake is a strip of land about five miles in width with rocky sides long, gently sloping toward the water. The average rainfall of the valley is 4,320 feet above sea level. Jenny River is the largest of a number of streams supplying this main lake. Leaving from rivers Ebonen, it runs the Hill-Loom via Ebon Ben Ebon and flows in a southwestern direction to Ebon Lake. Tumbled by Jerry Tsmy Tsmi on the east, smiling Tsmyenyen on the northwest, Ebon lies on the south-east, and from Ebon to the east rub south, like delightful Jenny the golden city of Ebon. Leaving to flow off for the two sequence of Ebonen Tsmy Intensity, the city merges on Ebonenity Ebonen and Intensity Hill merges to the north-east. Between

the two campuses are areas reserved for residential halls.

With surroundings of mountains, lake, and river, University Hill has as fine a natural setting as any campus in the world.

President Harris has continued the work begun by President Brimhall and has made the University Hill Campus a place of beauty and delight. Cement steps and walks have been constructed to lead to the campus and run into shady nooks and by-paths. Plants, shrubs, and trees have been brought from far and near and by means of landscaping have given an artistic setting to the campus buildings. An observer looking toward the lake from the Maeser Memorial building in the evening, discovers rich sunsets greeting the eye. The Wasatch Mountains viewed from the campus, present an ever changing panorama. In the spring the green appears first in the foothills, and as the season advances, gradually climbs to the top. In the autumn the red, brown, and gold begin at the top and descend slowly to the foothills. Morning and evening, too, have their delightful variations, usually subdued in the morning, and brightened by the sunglow in the evening.

Into this setting, following the construction of the Maeser Memorial and the Mechanic Arts Building during the Brimhall administration, have been erected a number of structures during the administration of President Harris

the two diagrams are given reversed for individual units.

With surrounding of mountains, lake, and river, Kennedy Hall has the most natural setting of any dorm in the world.

President Davis has mentioned his most hope to President Kennedy and has been the inspiration Hall begins a place of beauty and dignity. Stone steps and walks and benches-a-plenty to lead on the dorm and the lovely stony moon and by-paths. Plants, shrubs, and trees have been brought from far and near and by means of individual care-given so carefully setting in the dorm buildings. An observer looking under the lake from the Admin Memorial building in the evening, discovers the moonlight gleaming his eye. The student discovers himself from the world, present in every stunning presence. In the spring the green-lagoons turn to the fountain, and in the summer evenings, gleaming white in the fog. In the autumn the sun, brown, and gold begin at the top and descend slowly in the twilight. Hunting and swimming, too, have their delightful variations, usually mentioned in the morning, and delightness by the morning in the evening.

Into this setting, following the conservation of the Admin Memorial and the modern Arts Building across the Jackson administration, have been created a number of structures during the administration's twenty-

as follows: Heber J. Grant Library, the George H. Brimhall building, the Stadium, Stadium House, President's home, and the Joseph Smith Building. Off the campus have been built the two dormitories.

(2) TEACHER'S INSURANCE

With the view of securing annuity insurance for the members of the faculty, President Harris at a session of the Executive Committee held December 28, 1922, called attention to the plan of the Teacher's Insurance and Annuity Association of America under the direction of the Carnegie Foundation for the Advancement of Teaching. The plan met with the approval of the Executive Committee of the Board and President Harris was requested to make investigation as to the method of procedure necessary to become identified with the organization. At a later session of the committee, May 7, 1923, in accordance with President Harris's report on that date, it was decided to recommend to the Board of Directors that application be made for admission to the Foundation, and that the following resolutions be adopted in conformity with such action:

> In order to more fully stabilize the profession of teaching in this institution and to bring about conditions that will induce the teachers therein to devote their full time and energies to their professional advancement and to the interests of the University, It is hereby resolved by the Board of Directors of the Brigham Young University.
>
> That application be made to the Cannegie Foundation for the Advancement of Teaching for permission to participate in the

as follows: Robert C. Owens Library, the George E. Brokaw Building, the Studios, Shelton House, President's home, and the Joseph Neff Building. All of the campus have been built by the Boneficiaries.

(2) Teacher's Cottages

With the view of securing suitable lodgings for the members of the faculty, President Harris at a session of the Executive Committee held December 23, 1920, acting according to the plan of the Theodore Roosevelt and Family Association of America under the direction of the Carnegie Foundation for the Advancement of Teaching. The plan was with the approval of the Executive Committee of the Board and President Harris was requested to make investigation as to the method of procedure necessary to secure identified with the organization. At a later session of the committee, May 7, 1924, in accordance with President Harris's report on that date, it was decided to recommend to the Board of Directors that application be made for admission to the Foundation, and that the following resolutions be adopted in connection with same action:

> In order to more fully stabilize the production of teaching in this institution and to bring about conditions that will insure the teachers thereto to devote their time and energies to their professional advancement and to the interests of the University, it is hereby resolved by the Board of Directors of the Brigham Young University.
>
> That application be made to the Carnegie Foundation for the betterment of Teaching the provisions to participate in the

privileges of the Teachers' Insurance and Annuity Association of America, operated under its auspices.

That these privileges by optional on the part of the teachers of the rank of instructor or above, but not be made to include instructors in the elementary training school.

that these privileges be limited to five percent of the salaries of the eligible teachers who choose to take advantage of them.

That the amount necessary to duplicate that paid by the teachers be taken from the regular funds of the Institution.

That the President, Franklin S. Harris, be and is hereby authorized to enter into negotiations with the said Carnegie Foundation with the view of securing these privilage for the teachers of Brigham Young University who will be eligible according to the provisions stated herein and according to the regulations of the Teachers' Insurance and Annuity Association of America.

The Board of Directors of the University approved the action of the Committee, and the insurance plan was put into effect. Most of the teachers availed themselves of the opportunity for annuity insurance.

The plan enables teachers to retire at the age of sixty-five with assurance of a reasonable competence during the remainder of their lives. However, as a number of the Teachers were already nearing that age at the time the plan was adopted, and could not, therefore, secure adequate benefit therefrom, the Board did not at that time insist on a definite retirement age. During the year 1940-41 the Board again gave the matter consideration and established the age of retirement at sixty-five, with provision that it might be extended to seventy when deemed advisable.

privileges of the Teachers' Insurance and Annuity Association of America, operated under its auspices.

That these privileges be granted on the part of the University of the work of instruction or study, but not be made to include instructors in the elementary training school.

That these privileges be limited to five persons of the members of the eligible teachers who choose to take advantage of them.

That the amount necessary to duplicate that paid by the teachers be taken from the regular funds of the Institution.

That the President, Franklin S. Harris, be and is hereby authorized to enter into negotiations with the said Insurance Association with the view of effecting these privileges for the teachers of Brigham Young University who will be eligible according to the provisions under herein and according to the regulations of the Teachers' Insurance and Annuity Association of America.

The Board of Directors of the University approved the action of the Committee, and the insurance plan was put into effect. Most of the teachers availed themselves of the opportunity for annuity insurance.

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(2) THE PRESS DEPARTMENT

Approximately 120 students receive some employment each year at the Press Department. Of these five or six are given enough to enable them to pay all their expenses while attending the University.

The Department was organized as such in 1935 with the purchase of a model number 1200 multilith offset press and the inclusion in the department of a multigraph machine and a mimeograph which were already on the campus. In 1938 two additional multilith machines were turned in on a 17 by 22 inch Harris offset press, which provided the school with the very best of modern offset equipment. The Department has also secured other machinery, including a multihead punching machine, an 18 by 24 inch power operated folding machine and a stitching machine.

Since the organization of the Press Department it has done all the official printing of the University except

the Y News. The publications include The Banyan, the University year book; The Messenger, a monthly publication which varies, depending on the requirements of the time, from a little folder to a sixty page booklet; the University Quarterly, which includes the Annual Catalogue, Summer School Catalogue, and various other books dealing with the work of the school; the Alpinian, a summer school journal; and The Wye magazine. Five or six laboratory manuals

(2) THE PRESS DEPARTMENT

Approximately 120 students (mostly men) were employed each year in the Press Department. Of these five or six were given enough to enable them to pay all their expenses while attending the University.

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the X Ray. The publications include The Bulletin, the University year book; The Magazine, a monthly publication with twelve, depending on the requirements of the time, from a little folder to a sixty page booklet; the Directory Directory, which included the Annual Catalogue, Summer School Catalogue, and various other issues dealing with the work of the school; the Digitized, a weekly school journal; and the Log magazine. Five or six laboratory manuals

have also been published for various departments. Approximately 700 jobs of printing have been run off during the past year.

Until 1939 the Department was under the management of students working part time, but by that year the full time of a manager was required. The managers have been as follows: Ralph Jensen, 1933-1934, Verle Hall, 1935; Errol Brown, 1936-1937; Franklin Haymore, 1938-42.

(2) VISITS ABROAD

So broad has been the educational development of President Harris and so practical and varied have been his life experiences that his services have been in frequent demand off the campus since his advent at the B.Y.U

The first dall came in May, 1921, before he had fully assumed his duties as President of the University. Through Guillermo Fuentes D., Agent of Agriculture of Mexico, he was officially invited to aid in the reconstruction of the agricultural interests of that country. After conferring with the First Presidency of the Church, who felt that it would be advisable to accept the invitation, he went to Mexico and spent several weeks there in an advisory capacity.

In December, 1925, came an invitation to President Harris to attend the third Pan-Pacific Science Congress at

have also been published the various experiments. Apparentely, the idea of printing views been two off during the past year.

Still left the experiment was under the management of students working part time, but by that year the full time of a manager was required. The managers were been as follows: Ralph Jameson, 1924-1929, Verle Hall, 1929; Earl Dawson, 1929-1931; Frederic Simpson, 1932-40.

(2) Visual Aids

In order to make the educational development of Travelers Aerial and of aeronautics and matters have been the life supportunes that in matters have been in changed demand for the region about his/school at the M.I.T.

The first-hand work is day, 1921, before he had fully assumed his duties as President of the Company. Through Guillaume Pontes Jr., Agent of Aeronautics of Boston, he was officially invited to visit in the reconstruction of the experimental laboratory of Lake Huntington. After conferring with the Plant Operatively of the Stores, who felt that it would be advisable to supply the institution, he went to Boston and spent several weeks there in an advisory capacity.

In December, 1921, came an invitation to President Jameson to address the Aldrich Pan-Hellenic Business Congress at

Tokio, Japan, to be held October 27-November 9, 1926, and to present a paper before the Congress. On the advice of the Presidency of the Church the invitation was accepted, the return trip to be by way of India, western Asia and Europe, completing a trip around the world. By appointment, President Harris visited a number of Church missions on his homeward journey. Dean L. John Nuttal was the acting President of the University during the absence of President Harris.

President Harris and his secretary, Kiefer B. Sauls, were granted a leave of absence in the summer of 1929, as chairman and secretary of a commission to be selected by President Harris to visit a tract of land in the Amur River valley in eastern Siberia to determine its adaptability for colonization by Jews from European Russia. The expedition was sponsored by a Jewish organization with headquarters in New York City. This group expressed appreciation of the thorough investigation and report made by the commission. The President and his secrtary were gone from June 14th to November 4th, 1929. E. H. Holt, faculty secretary had charge of the school during their absence.

On the invitation of President Rey L. Pratt of the Mexican Mission, approved by the Presidency of the Church, President Harris went to Mexico

Paris, Japan, on the 24th October 21-November 5, 1964, and to present a paper before the Congress. On the advice of the Presidency of the Senate the invitation was accepted, the return trip to be by way of Delhi, Katmandu Asia and Europe, completing a trip around the world. By appointment, President Davis visited a member of Congress relative to his improved journey. Dean E. John Bohlmann was the acting President of the University during the absence of President Davis.

President Davis and his secretary, Walter R. Poole, were granted a leave of absence in the summer of 1969, on sabbatical and secretary of a committee to be selected by President Davis to visit a tract of land in the Deer Ridge valley in western Alberta to determine its adaptability for colonization by Deer Ridge Foreign Bonds. The expedition was sponsored by a Boston corporation with headquarters in New York City. This group expressed appreciation of the thorough investigation and report made by the committee. The President and his secretary were gone from Deer Ridge in December 4th, 1969. E. R. Poole, faculty secretary had charge of the school during Davis absence.

On the initiative of President Guy L. Pratt of the Deering Mining, approved by the Presidency of the Senate, President Davis was to serve

November 15, 1930, and remained until January, 1931, visiting in the branches of the Church there with President Pratt.

President Harris was an official delegate from the United States and took an active part in the Seventh American Scientific Congress held in the City of Mexico from September Eighth to seventeenth, 1935. While there he was chairman of the Section on Agriculture.

In July, 1939, President Harris was employed as adviser to the Government of Iran (Persia) with the special assignment to reorganize its Department of Agriculture and work out plans for the rehabilitation of the agriculture of the country. Accompanied by Mrs. Harris, he spent the academic year, 1939-40 in performing this work. In returning home they deemed it expedient, due to the war in Europe, to go by way o f India, the Indian Ocean, and the Pacific, instead of the western route.

Dr. Christen Jensen, senior dean, was acting President during President Harris' absence in Persia, and was given major responsibility. Associated with him were Dr. A. C. Lambert dean of the summer session, and Professor Herald R. Clark, chairman of the faculty building committee and in charge of the physical plant at Aspen Grove, the three constituting an administrative committee.

His various adventures abroad have given President Harris first hand

November 19, 1957, and awaiting until January, 1958, relating to the Protection of the Salmon Stamp with Provisions Upon.

President Truman was an original delegate from the United States and an active part in the Growth Protocol Schedule Negotiations with the City of Tokyo from September August on November, 1957. Mr. Ellis is now chairman of the Section on Agriculture.

In July, 1955, President Truman was employed as adviser to the Government of Iran (Iranian) with the special assignment to reorganize the Department of Agriculture and also plans for the rehabilitation of the agriculture of the country. Accompanied by Mrs. Truman, in April the summer year, 1955-56 to performing this work. In providing some time devoted to negotiations, but on the way to Europe, he up by way of India, the Indian Ocean, and the Pacific, instead of the western route.

Mr. Christian Herter, acting head, was acting President during President Truman's absence in Europe, and was given major responsibility. Associated with his work in [illegible] the Assistant Secretary, and Professor Donald R. Clark, chairman of the Study Building committee and in charge of the physical plant at Auburn Dorms, the Hyde responsibility on administrative committee.

The various directors should have given prominent duties that have

information pertaining to world affairs and have brought his services as a lecturer into frequent demand. At the time of writing of this paragraph (December 5, 1941) he has been scheduled for five addresses in southern California, all dealing with aspects of the international situation.

(2) CHANGE IN BOARD PERSONNEL

In harmony with the revised educational program of the Church, a change in the personnel of the Board of Directors of Brigham Young University seemed desirable. At a special session of the Board held in Salt Lake City, September 28, 1938, the First Presidency of the Church explained that since

most of the Church schools had been discontinued and the Boards of these respective institutions no longer functioned, Church school administration could be simplified. The method of simplification that had been decided upon was to place larger responsibilities for the remaining institutions in the hands of the Church Board of Education.

In line with this plan, the First Presidency, which is charged with the responsibility of appointing the members of the Board of Directors of Brigham Young University, released the members of the Board with a vote of thanks for their long and faithful services and appointed as new members those who are also members of the Church Board of Education.

information pertaining to world affairs and have brought his services as a lecturer into frequent demand. At the time of writing of this paragraph (December 7, 1941) he was been summoned for fifty addresses in southern California, all dealing with aspects of the International situation.

(2) DEGREES IN ADULT EDUCATION.

In keeping with the revised educational programs of the Church, a degree in the department of the Board of Education of Brigham Young University became desirable. At a special session of the Board held in Salt Lake City, September 7, 1940, the First Presidency of the Church sanctioned such steps

most of the degree courses had been discontinued and the faculty of these respective institutions on Larger Campuses, Church School Administration could be simplified. The method of simplification used has been directed upon the to place larger responsibilities for the continuing institutions in the hands of the Church Board of Education.

In line with this plan, the First Presidency, which is charged with the responsibility of appointing the members of the Board of Education of Brigham Young University, released the members of the Board with a note of thanks for their long and faithful services and appointed in their stead a group of men who combine of the Church Board of Education.

The members of the Board released were as follows: Heber J. Grant, Thomas N. Taylor, Reed Smoot, Lafayette Holbrook, Joseph Fielding Smith, J. William Knight, Stephen L. Chipman, Joseph Reece, Joseph Don Carlos Young, Sylvester Q. Cannon and Leah D. Widtwos. There eleven members did not constitute a complete qurom. The lack of the twelfth member was due to the recent demise of Willard Young.

The retiring members expressed approval of the Church plan and pledged support of the new Board.

The personnel of the New Board was announced at a session held February 2, 1939, as follows: Heber J. Grant, J. Reuben Clark Jr, David O. McKay, Rudger Clawson, Joseph Fielding Smith, Stephen L. Richards, Richard R. Lyman, John A. Widtsoe, Joseph R. Merrill, Charles A. Callis, Franklin L. West, Adam S. Bennion, Franklin S. Harris and Arthur Winter. Theappointment of Albert E. Bowen as a member of the Board was announced at a later session.

Officers of the Board were elected as follows: Heber J. Grant, President, J. Reuben Clark Jr., First Vice-President; David O. McKay, Secons Vice-President; Kiefer B. Sauls, Secretary-treasurer.

At the session of the Board held March 21, 1939, it was announced by

The members of the Board retained were as follows: Arthur J. Brown, Thomas R. Taylor, Paul Moore, Lafayette Harrison, Jacob Fielding Smith, J. William Ritch, Stephen L. Colgate, Joseph Moore, Joseph Van Horne Terry, Sylvester E. Gaines and Lewis E. Atkins. These eleven officers in no manifests a complete quorum. The task of the visiting member was lost in the recent death of William Tracy.

The meeting resumes suggested approval of the Chief plan and prompt support of the new Board.

The personnel of the Sub Board was reconvened at a special call February 2, 1899, as follows: Arthur J. Brown, J. Harrison Clark Jr., David S. Wadsworth, Major Cassius, Joseph Fielding Smith, Stephen L. Atkinson, Sidney E. Lyons, John J. Atkins, Joseph E. Merritt, Charles L. Tabin, Francis J. Kar, Alex E. Lamoine, Franklin J. Harris and Arthur Tucker. Disqualification of Albert E. Brown as a member of the Board was substituted at a later meeting.

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Officers of the Board were elected as follows: Arthur J. Brown, President, J. Thomas Clark Jr., First Vice-President; David S. Wadsworth, Second Vice-President; Sidney E. Lewis, Secretary-treasurer.

At the meeting of the Board held March 23, 1899, it was announced to

President Clark that the following members had been appointed an Executive Committee of the Board: Joseph Fielding Smith, Stephen L. Richards, John A. Widtsoe, Joseph F. Merrill, Charles A. Callis, and Albert E. Bowen. At a later date President Harris was added to the committee.

(2) AERONAUTICS

With the beginning of the Utah Lake airport improvement program in 1940, Brigham Young University made application for participation in the aeronautics courses of study and training. The application was favorable considered, and ground school courses were given to recipients of the twenty $325 Civil Aeronautics Authority scholarships authorized for the University. The basic course was "Meteorolgy and Aviation," taught daily during the autumn and spring quarters. A supplementary course, "Theory of Flight," was taught during the winter quarter. These courses were given by Dr. Wayne B. Hales of the B.Y.U. physics department. They were followed by a flight course conducted at the Provo City Airport.

In the autumn of 1941 Dr. Hales went to Texas, where he gave courses similar to those given by him at Provo.

(2) EFFECTS OF THE SECOND WORLD WAR

The involvement of the United States in the second world war resulted in a number of young men leaving school during the winter quarter of the

President Ford, the Pulitzer committee had been expanded to Technical Committee of the Board. Jerome Pfeifer, Stephen E. Ellenson, Ron A. Lakiewy, George P. Farrell, Gordon K. Crilly, and Robert H. Jones. At a later date President Harris was added to the committee.

(5) [redacted]

[redacted] the beginning of the Pro Bono project Government Jerome in 1969, Stephen Ehen received wide applications for participation in the necessary courses of study and training. The application was formally considered, and formal written offers were given to recipients of the award. Jack Smith Aeronautics Artworks accelerated instructions for the University. The basic course was "Astronomy and Aviation," which dealt during the winter and spring quarters. A supplementary course, "Theory of Flight," was taught during the winter quarter. These courses were given by Dr. Ryan E. Shaw of the B.T.U. Aviation Department. They were followed by a flight course conducted at the Provo City Airport.

In the autumn of 1971 Dr. Shaw went to Texas, where he gave courses similar to those given by him at Provo.

(6) [redacted]

The involvement of the United States in the Second World War resulted in a number of young men leaving school during the winter quarter of the

school year 1941-42, some to enlist in the army or navy, others to obtain employment in some war

industry. Additional students discontinued during the spring quarter. However, the encouragement given by governmental authorities for students to remain in school to qualify themselves for more responsible positions in the defense of the country induced many to remain.

During the summer school term of 1942 a tuition free war-time course in drafting was given by Professor W. H. Snell, head of the Mechanic Arts Department. The Government, Professor Snell announced, was especially eager to have girls take the class as they were not subject to the draft.

With the opening of the school year 1942-43 the school was called upon to make greater effort in connection with the war. Said President Harris at the first faculty meeting: "National leaders are more concerned about the country's welfare than they have been since the Civil War. In this great crisis the colleges of the country are being asked for aid of two principal kinds, training which will equip young men and women for a technological war, and influence for emotional stability, and clear and correct thinking.... As a church institution, we have a special obligation to help make our people spiritually strong in this emergency."

inactivity. Institutions economize unnecessarily during the spring quarter. However, the encouragement given by governmental authorities for students to remain in school to qualify themselves for more responsible positions in the defense of the country induced many to remain.

During the summer school term of 1941 a training from war-time manpower in starting was given by professors. A. Smith, head of the Economics department. The Government, Professor Smith commented, was especially eager to have girls take the class as they were not students in the first.

With the opening of the school year 1941-42 the school was called upon to make greater efforts in accentuating also the war. Chief President Sirrs at the first faculty meeting: "Technical leaders are more concerned about the country's welfare than they were before since the civil war. In this great crisis the colleges of the country are being asked for all of the patriotic aids, training which will equip young men and women for a technological war, and guidance for emotional stability, and clear and correct thinking.... As a church institution, we have a special obligation to help make our people spiritually strong in this emergency."

Special training, the President pointed out, would be given young men and young women. Many of the young men, it was expected, would follow the program adopted for the reserve officers' corps, in which the B.Y.U. had been allotted a quota of 802. Emphasis in this line of work, the President announced would be placed on mathematics and physical sciences; simple accurate English; and physical education. The special emergency courses intended to fit young women for war industry service, it was added, included secretarial practice, home economics, drafting, and similar subjects.

VII

CAMPUS AND BUILDINGS

Two university campuses, Stanford and California, not far removed from each other, represent two types of development. Stanford campus has a uniform, magnificent style of architecture; California is somewhat irregular and unsystematic in appearance. Stanford, supported by the founder's large endowment gives evidence of design from the beginning. California, without such an endowment, reveals no such design. The earliest California buildings are quite commonplace in appearance while the latest are handsome, modern structures, all of which tells of struggle--persistent struggle. The development of the "Y" campus resembles that of California, though its first

Upward training, the President pointed out, would be given young men and young women. Many of the young men, if war neglected, would finish the program adopted for the reserve officers' corps, be senior the R.O.T.C. and have attained a grade of 2Lt. Upgrade in civ; time of war, the President recommended would be placed on mobilization and physical reference; single universal training and physical education. The dynamic emergency measures introduced in the young women the war industry service, it was added, involved economic problem, have economic, institution, and public problem.

(5)

VII

<u>Conclusion</u>

The universality conditions, therefore and institution, not the primary this main study, determines the trend of development. Universal training has a military, mechanisms origin of constitutional institution is economic irregular and inappropriate in appearance. Therefore, suggested is the Canadian's large economical plan-outlines of single type the negotiation. Institution, citizen such as economic, intends to look design. Non-military Canadian institution are quite commonplace in appearance while the issues are economic, military structure, all of which lack of struggle-negotiation strength. The economic-mark of the TT origin resembles that of institution, though the first

building was long since destroyed by fire, and the campus as a whole has not reached the proportions of California; but the struggle has been supreme. The building of Brigham Young University campus is glorious history.

(2) LEWIS BUILDING

An enterprising, public-spirited man, Jesse William Lewis, familiarly known in the Provo of eighty years ago as "Bill" Lewis, built wiser than he knew when he erected the Lewis building, destined to become the first home of Brigham Young Academy.

Lewis was a pioneer miner and business man. He came west in 1850, bringing with him a quartz mill. After a short sojourn in Colorago, he came on to Utah and located in Provo. In 1860 he went east and secured a quantity of merchandise and brought it back to Utah. For ten years he followed the business of freighting and merchandising. During this period

he conceived the idea that Provo should have something better than log cabin and adobe buildings, and accordingly began the manufacture of brick, employing Philander Coltrin for that purpose. Among the buildings erected, following this venture, was one of special significance in this narrative built by Lewis himself at the present site of the Farmers and Merchants' Bank, and requiring 140,000 of the newly burned bricks. The chief mason, it may be of

building was long since destroyed by fire, and the region is a whole has grown

reached the proportions of California; but the struggle has been vigorous.

The building of Brigham Young University engages its glorious history.

(2) [illegible]

As enterprising, public-spirited men, Amasa Lyman Lewis, Theodore

Brown in the form of eighty years ago as "Mill" Lewis, built some time

he later came to operate the Lewis building, designed to become the first

home of Brigham Young Academy.

Lewis was a pioneer miner and business man. He came west in 1850,

bringing with him a quartz mill. After a short sojourn in Salt Lake, he

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quantity of machinery and brought it west to Utah. For ten years he

followed the business of freighting and accumulating. During this period

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he accumulated the land upon Provo Bench have appreciated within them big

mills and million dollars, and eventually began the manufacture of brick.

Lewis's pioneer enterprise demonstrated the business of brick.

building this venture, was one of special significance in this respective

built by Lewis himself in the present site of the Brigham Young Academy

Hall, and replacing the,ing of the newly burned bricks. The chief reason, it

interest to note, was Daniel Hutchinson Keeler, father of Joseph B. Keeler, who later played an important part in the growth and development of Brigham Young University.

Lewis began work on the building in 1866 and completed it in 1867. It consisted of two stories and a basement and was seventy by forty-four feet in dimensions. On the first floor were two rooms for stores with offices in the rear; and on the second floor was a hall with a stage, to be used for dancing and theatrical performances. The stage was directly above the offices, and as the stage floor was four feet higher than hall floor, and the office ceilings were three feet lower than the store ceilings, there was a space below the stage to be used as store room, dressing rooms, and for other theatrical purposes. The basement was intended to be used as a warehouse, but such use was found to be impracticable due to the presence of water.

While the Lewis Building was in use for business and pleasure for several years after its completion, events were happening which were to give a new use for the building. In the fall of 1869 the Dusenberry brothers, Warren N. and Wilson H., prominent Provo teachers of the period, opened

a school for pupils above the third reader grade in the Kinsey building, a one story adobe structure at First West and Center Streets. The school

Saturnus to Jupiter, and Donald Monkhouse Shelley, father of George H. Shelley, also later played an important part in the growth and development of Brighton Theory University.

Lewis began work on the building in 1903 and completed it in 1907. It consisted of two stories and a basement and was arranged on traditional lines for dissection. On the first floor were two rooms for anatomy with entrance to the north and on the second floor was a hall with a stage, to be used for demonstrations and theatrical performances. The stage was directly above the anatomy, and so the stage floor was four feet higher than hall floor, and the active weights were three feet lower than the stage weights, there was a space below the stage to be used as store room, dressing room, and for other theatrical purposes. The basement was intended to be used as a workroom, but even now was found to be impracticable due to the pressure of water.

While the Lewis Building was in use for lectures and glassware for several years after its completion, events were happening which were to give a new use for the building. In the Fall of 1910 the Chancellor Lecturer, Barnes H. and Stokes C., presented Trinity Lecturers of the period, opened

a school for people where the third reader grade in the Trinity Building, a new street which stretches as First West and Center Streets. The school

proving successful and students coming from other towns of the county, it soon became necessary to secure more toom. The Lewis building was availbble and was secured, and so was transformed from a business block to a school-house.

The Dusenberry school continued to grow, and attracted wider attention. When it was visited by Robert L. Campbell, Territorial Superintendent of Schools, he was favorably impressed with the work being done. This seems to have been the case, also, with President Brigham Young and George A. Smith, both of whom had homes in Provo. As a result of this favorable sentiment, the school was made a subsidiary of the University of Salt Lake City and was designated as the Timpanogas Branch of the Deseret University. The following excerpt from an article published in the Ogden Junction in 1873, the year the Utah Southern Railroad reached Provo, indicates that the school still retained its prestige at that time:

> The Timpanogas University, two blocks southwest of the factory, is a great feature of this important city....The University is ably conducted by Prof. W. N. Dusenberry, assisted by Messrs. J. E. Booth and Frank E. Stone.

From this reference it would appear that Timpanogas University, for its day, was doing satisfactory work; but Brigham Young had in mind another system of education which should be more complete than could be fostered in territorial or state schools--a system that should include religious training.

pending assessment and available until five other tenor of the society, it

soon became necessary to secure more funds. The funds building was weighing

and was insured, and so was transferred from a business block to a school-house.

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he later been late many also, with President Hughes Young and George A.

Little, both of whom had been in Provo. As a result of this favorable

sentiment, the school was made a subsidiary of the University of Salt Lake

City and was designated as the Timpanogos Branch of the Deseret University.

The following excerpt from an article published in the Salt Lake Herald, in

1892, the year the Utah Academy Building reached Provo, indicates that the

school still retained its popularity at that time:

> The Timpanogos University, the Utah Academy of the Territory, is a great feature of this Timpanogos city...the University is ably conducted by Prof. W. D. Spaulding, assisted by Messrs. J. E. Harris and Frank S. Stone.

From this reference it would appear that Timpanogos University, for its

day, was doing satisfactory work and Hughes Young had in mind another system

of education which should be more complete than could be furnished in

territorial or state schools--a system that should facilate religious training.

It was probably with this thought in mind that he acquired possession of the Lewis building and adjacent ground. Just when the transfer was made can not be definitely stated

as the county recorder's office has no record of the transaction. It must, however, have been on or before February 22, 1871, for on that date appears the record of a Mayor's Deed from A. O. Smoot to Brigham Young of all of lots 2, 3, 4, and 5, comprising the west half of block 69, plat A, Provo City survey. An error in the dead was corrected in an amended deed August 28, 1872, after which a part of the property, the east half of lots 2 and 3, with a six rod frontage on Center Street, was deeded to Lewis December 12, 1872.

It was not, however, until October 16, 1875, that Brigham Young Took steps to put into operation his scheme of education. On that date he founded Brigham Young Academy, the first of three educational establishments that were to bear his name. The original endowment included the Lewis Building and the west half of block 69, except a piece of ground six by twleve rods, which had been redeeded to Lewis. On June 1, 1877, he added to the original endowment three and a tenth acres in block 28, plat B. Provo City survey. The block lies between Center Street and First North, and University Avenue and First East Street. The sudden death of Brigham Young August 29, 1877, precluded

It was probably with this thought in mind that the mangled remains of the Lewis building was delivered yesterday. Just when the transfer was made has not be definitely stated

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As the enemy revolution's efforts had no relation to the transportation. It seems, however, have been on or before February 22, 1777, for on that date Major Ryan was arrested at a Negro's cabin from A. Co. Bands to Brigadier General of all or lots 2, 3, 4, and 5, comprising the east half of block 69, plot 6, Tremé City survey. Ab error in the deed was discovered in an amended deed August 22, 1877, after which a part of the property, the east half of lots 2 and 3, with a six foot frontage on Dorsey Street, was conveyed to Louis Lemonier 12, 1877.

It was now, however, early October 20, 1877, that Brigadier General Ryan stepped on gad line operation his scheme of commerce. On that date he formed Brigadier Wood Academy, the first of three educational establishments that were to tower the years. The original enrollment included the Lewis Building and the work hall of Tulane 69, through a piece of ground 12x 50 Dorsey Street, which had been reclaimed to Lewis. On June 2, 1877, he added the original enrollment Tulane and a lot 6 lots across in Tulane 69, plot 3, Tremé City survey. The street line between Dorsey Street and First North, and University Avenue and First Lake Street. The public deed of Brigadier Young August 23, 1877, precluded

further endowments by the founder, but by struggle and persistent effort on the part of President A. O. Smoot and the Board of Trustees and Principal Karl G. Maeser and his faculty, the school not only survived but made great progress.

(3) ADDITIONS

By 1882 it became apparent that the Lewis building was inadequate to the needs of the school; more room must be had.

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President A. O. Smoot, the foster father of the school, saw clearly one way in which the needed room could be secured, and acted with characteristic decision. At the session of the Board held July 1, 1882, according to the record,

> President A. O. Smoot stated that he had determined to make some additions to the building this summer, receiving such assistance as may be tendered, and asked it the trustees had any objections to said building. The trustees expressed appreciation of the enterprise suggested by President Smoot, and heartily sustained the enterprise.

President Smoot proceeded at once with the task before him, and during the year, with his own means, completed on the east side of the original building an addition consisting of three commodious rooms at an expense of about $3000. The next year, the executive committee, consisting of Harvey H. Cluff, Myron Tanner, and W. H. Dusenberry, built an addition on the north with two large rooms at a cost of nearly $2,000.

further endeavors by our Trustees, but by struggle and gradualness effort is the part of President A. C. Shaw and the Board of Trustees and Principal Noel B. Gerber and his faculty, for without this only partial but some great progress.

(3) ADDITIONS

My DAD is better impressed that the Lewis building was inadequate in the needs of the school; more room must be had.

President A. C. Shaw, the foster father of the school, has clearly see why is which the needed room could be secured, and voted this constructive decision. At the session of the Board held July 1, 1929, according to the record,

> President A. C. Shaw stated that he had arranged to make some additions to the building this summer, remodeling such equipment as may be needed, and added to the insurance but not sufficient to add building. The treasurer expressed appreciation of the enterprise suggested by President Shaw, and heartily endorsed the enterprise.

President Shaw proceeded at once with the best Metro fair, and during the year, with his own money, completed on the east side of the original building an addition consisting of three classrooms from or an expense of about $5000. The last part, his executive committee, consisting of Harvey E. Hart, Byron Tanner, and W. E. Drummond, built an addition on the north with two large rooms in a cost of about $4,000.

(2) THE FIRE

The enjoyment of the new additions, however, was shortlived. At about 10 o'clock on Sunday evening, January 27, 1884, on the eve of the third term, fire was seen bursting through the roof of the Academy. As Provo had no fire department the flames spread rapidly. An effort was made to fight the fire by hastily organizing a bucket brigade consisting of two lines of boys and men reaching from the burning building to the mill race, a block east. One line passed bucket of water to be thrown on the fire; the other line passed back the empty buckets to be refilled. This primitive method of fire fighting proved quite ineffective, and the building was soon completely destroyed. Before the building collapsed, however, a number of students invaded the first story of the school and saved all the furniture, books and apparatus on that floor. They also succeeded in getting out an organ and the furniture of the ladies' work

department on the second floor of the new Smoot addition.

The cause of the fire was never determined, but it was believed to have started in the chemistry laboratory in the room midway between the first floor offices and the stage.

The destruction of the Academy home at first brought dismay to the

(2) THE FIRE

The enjoyment of the new addition, however, was short-lived. It

about 10 o'clock on Monday evening, January 27, 1964, on the eve of the

third term, fire was seen burning through the roof of the academy. As

flames had an fire department the flames spread rapidly. An effort was

made to fight the fire by hastily organizing a bucket brigade consisting

of two lines of boys and men reaching from the burning building to the nearby

lake, a distance each. One line passed buckets of water to be thrown on the

fire; the other line passed back the empty buckets to be refilled. This

primitive method of fire fighting proved quite ineffective, and the building

was soon completely destroyed. Before the building collapsed, however,

a number of students invaded the first story of the academy and saved all

the furniture, books and apparatus in the lower floor. They also succeeded in

getting into an upper and the furniture of the ladies' was

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department on the second floor of the new floor addition.

The cause of the fire was never determined, but it was believed to have

started in the basement by some boys in the area among between the first

floor offices and the stage.

The destruction of the academy took at time, brought sorrow to the

students and the people of Provo. Some were heard to say that when the old school bell came clanging down through the burning floors, it sounded the death knell of the school. But there were sturdy spirits at the helm who were not to be daunted. Advised by President Smoot, Brother Maeser called the students together at the meeting House, and informed them the school would go on. The young men were asked to leave off their kid gloves and assist in moving what furniture was left to temporary quarters. The students, heartened by the confidence of the leaders, willingly responded to the invitation.

(2) TEMPORARY QUARTERS

The Provo Meeting House was used for a few general sessions, but the main quarters of the school were found in a business block newly completed by President Smoot, to house the First National Bank and the Smoot Drug Company. The prospective business occupants were therefore under the necessity of postponing their entrance into the new building.

School opened in the new quarters at the beginning of a new term with the loss of but one day. This record has always been a source of pride to the school.

When it became apparent that still more room was needed, S. S. Jones, a Provo Merchant, generously offered the use of his store, which was nearing

students and the people of Provo. Some were added to my list even on the school board meeting when discussing some business with Dr. Wilson, it revealed the board result of the research that there were others slightly against the idea were yet to be discovered. Instead of President Brown, Brother Brown called the students together at the meeting Thursday, and informed them what would do so. The young men were asked to leave off their kid gloves and assist in dealing with Provoites who lack in cooperating spirit. The students, encouraged by the cooperation of the Seminary, willingly responded to the invitation.

(4) Dedicatory Exercises

The Provo Seminary Board was made up of the general meeting, but the main members of the school were found in a business board fully delighted by President Brown, to wear the First Building that was the Brown Seminary Chapel. The prospective business men-people-were interested some the possibility of postponing their entrance into the new building.

School opened in the two parlors of the building to a new term with the loss of ten one day. This caused the single issue a storm of praise to the school.

Then it became apparent that still more room was needed, E. G. Brown, a Provo Merchant, generously offered the use of his store, which was gladly

completion on what is now known as University Avenue. The offer was accepted and in these temporary quarters the school year was completed.

(2) Z. C. M. I. WAREHOUSE

During the summer, arrangements were made with Z.C.M.I. for the use of the upper floor and part of the lower floor of the warehouse at the foot of J. Street, now University Amenue. The space was partitioned off into eleven commodious rooms and furnished in accordance with the needs of the school. Conditions, of course, were far from ideal; it was not to be expected that a warehouse could be transformed into a model school building. A more serious objection, however, was the close proximity of two railway stations. The hissing steam, shrieking whistles, clanging bells, and other noises of passing trains were constantly disturbing factors. Nevertheless the Academy was grateful for its temporary home, and for seven and a half years remained at Z.C.M.I. warehouse.

(2) NEW CAMPUS -- EDUCATION BUILDING

In the meantime efforts had been made to obtain a permanent home for the school. In 1884, soon after the destruction of the original building, members of the Board consulted heirs of Brigham Young relative to the erection of a new building, and found them quite favorable to the undertaking. Many

(4) Z. C. M. I. [illegible]

During the summer, arrangements were made with Z.C.M.I. for the use of the upper floor and part of the lower floor of the warehouse on the first of J. Street, one thousand seven. The space was partitioned off into class-rooms and furnished to accommodate 450 the needs of the school. Facilities, of course, were far from ideal; it was not to be expected that a warehouse would be transformed into a model school building. A more serious difficulty, however, was the alarm produced by our neighbor stations. The theatre across, marketing wholesale, clothing halls, and other makers of popular styles were considerably disturbed thereby. Nevertheless the housing was granted for the temporary term, and for seven and a half years remained at Z.C.M.I. warehouse.

(5) NEW CAMPUS -- EXPECTATION FULFILLED

In the meantime efforts had been made to obtain a permanent home for the school. In 1924, soon after the construction of the original building, members of the Board successful heirs of Brigham Young relative to the erection of a new building, and funds then were given towards the construction. Ong

others, both members and non-members of the L.D.S. Church, expressed willingness to aid in the enterprise. The sum of $2000 was raised, and ground (Block 28, plat c, lying between the present University Avenue and First East Street, and between Fifth North and Sixth North Streets) was purchased from Jesse William Lewis, from whom Brigham Young had secured the original site of the school. On the request of the Board, Joseph Don Carlos Young a son of the founder, in consultation with Principal Karl G. Maeser,

prepared plans for the new building. The grounds for the structure were dedicated May 21, and during the summer of 1884 excavation was begun under the supervision of Benjamin Cluff, later to become President of the school. The work, however, was suspended after a short time on account of Cluff's illness. It was resumed July 28 by giving Samuel Liddiard a contract for the foundation, but, his work completed, no further building was carried on for a number of years.

(3) DEED OF TRUST AMENDMENT

The delay in building operations was due, in a measure, to a lack of confidence in the future stability of the institution. This lack had been developed, in part, by the faulty character of the deed of trust. Had Brigham Young lived to perfect his plans, undoubtedly these errors would have been corrected by him.

[illegible] [illegible] [illegible] [

According to the provisions of the deed of trust, the founder reserved to himself, his heirs, and assigns the right to fill board vacancies; also the right of control of the property of the institution. After the death of President Young, even before the destruction of the Academy building, it became apparent that it would be necessary to effect changes in the deed of trust to insure perpetuation and growth of the school. To get the scattered heirs of the founder together to fill a vacancy on the Board or to dispose of a piece of property was quite a difficult task. These powers needed to be reposed in a more compact and accessible group. To effect a remedy President Smoot at a session of the Board of Trustees in December 1882 submitted for their consideration a draft of a deed of assignment transferring powers held by the Brigham Young heirs to the Presidency of the L. D. S. Church.

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The trustees approved of the plan, and Mrs. Zina W. Williams, a daughter of Brigham Young, was requested to present the document to the heirs for their signatures. Meeting with objections, she solicited the help of Wilson H. Dusenberry, a member of the Board. On June 25, 1883, a year and a half later, he reported that two of the heirs refused to sign away their authority and control over the tithing block (block 28, plat B--a part of the Brigham Young endowment.)

According to the provisions of the deed of trust, the founder reserved to himself, his heirs, and assigns the right to fill board vacancies, also the right of control of the property of the institution. After the death of President Young, when making the distribution of the academy building, it became apparent that it would be necessary to effect changes in the deed of trust to insure perpetuation and growth of the school. To get the assistance heirs of the founder together to fill a vacancy on the board or to dispose of a piece of property was quite a difficult task. These powers needed to be vested in a more compact and accessible group. So after a nearly President Smith at a session of the Board of Trustees in December 1907 submitted for their consideration a draft of a deed of conveyance transferring power held by the Brigham Young heirs to the Trustees; to the L. D. S. Church.

The trustees supported the plan, and Elder Elias S. Kitchen, a descendant of Brigham Young, was requested to present the document to the heirs for their signatures. Having this objection, she solicited the help of Elder E. Beaudoin, a member of the Board. On June 20, 1911, a year and a half later, he reported that two of the heirs refused to sign any legal authority was received from the trustee Elder [illegible], plus five-sixths of

Not entirely happy over the situation, the Board appointed a committee to draft a letter to the Brigham Young heirs notifying them of the death of three members of the Board, Mrs. M. J. Coray, William Bringhurst, and Leonard E. Harrington, and requesting a prompt action in filling the vacancies. The committee did not submit to the Board the required letter until February 9, 1884, after the destruction of the Academy building by fire. The urgency of the situation was then so great that the Board asked the committee to redraft the letter calling attention to the disaster and the necessity for making changes in the trust deed. The redrafted letter was submitted to the Board and approved at a session held February 16, 1884. It gave an account of the operation of the school, the building of the additions, the destruction of the plant by fire, and the taking of steps for rebuilding. The letter concluded with a notification of the death of the three trustees, and a suggestion that a transfer of authority be made in the filling of vacancies on the Board. Some two years later, according to a minute of April 10, 1886, the Board was notified that the vacancies had been filled by the appointment of John Q. Cannon, Joseph D. C. Young, and James E. Talmage.

The long delay gave emphasis to the necessity for a change in some of the

But entirely apart from the situation, the Board requested a resolution be drawn up in the Brigham Young being notifying them of the death of three members of the Board, Mrs. M. C. Perry, William Wrigglesworth, and Leonard R. Harrington, and requesting a prompt action in filling the vacancies. The resolution did not reach the Board for regular Labor meeting February 2, 1884, after the destruction of the Academy building by fire. The urgency of the situation was thus so great that the Board asked the resolution be redrafted the latter setting attention to the disaster and the necessity for making changes in the Board. The redrafted letter was submitted to the Board and approved at a session held February 12, 1884. It gave an account of the operation of the school, the building of the additions, the destruction of the plant by fire, and the taking of steps for rebuilding. The letter concluded with a resolution of the death of the three trustees, and a suggestion that a resolution of authority be made in the filling of vacancies on the Board. Some two years later, according to a review of April 12, 1886, the Board had notified that the vacancies had been filled by the appointment of John E. Cowan, Joseph E. C. Clough, and James E. Talmage.

The long delay gave reports to the necessity for a change in view of the

provisions of the deed of trust.

A definite move in this direction took place at a special session of the Board held January 18, 1887, called "To consider the possibility and advisability of organizing the Academy as a corporation." After some discussion the matter was referred to a special committee consisting of H. H. Cluff and Joseph D.C. Young. The committee must have met with difficulties, for it was not until January 8, 1890, three years later, that an amended deed of trust, not a corporate organization, was completed. Among the provisions made in favor of the Board of Trustees of the Academy was authority to establish and make such rules, regulations, terms, conditions, and by-laws as might be proper and necessary; to build, buy, or otherwise acquire suitable houses for the Academy; to fill a vacancy on the Board by majority vote; to buy property necessary for the use of the Academy, or to sell property at discretion. Other provisions were to the effect that at least three heirs of Brigham Young should always be members of the Board, and that members of the board should always be and remain in good standing in the L.D.S. Church. Of the standing of any member a majority of the Board were the sole judges. The place of any obstructionist member might be declared vacant by a two-thirds vote of the board. Through the combined efforts of the

problems of the Board of Trust.

A definite move in this direction took place at a special session of the Board held January 12, 1907, voting "to consider the practicability and advisability of expanding the Academy as a conservatory." Great care discussion the matter was referred to a special committee consisting of E. E. Tuttle and George E.E. Stengel. The committee must have met with difficulties, for it was not until January 5, 1910, three years later, that an amended Deed of Trust, and a corporate organization was completed. Among the problems made in favor of the Board of Trustees of the Academy was authority to establish and alter such rules, regulations, terms, conditions, and by-laws as might be proper and necessary; to build, buy, or otherwise acquire suitable houses for the Academy; to fill a vacancy in the Board by majority vote; to buy property necessary for the use of the Academy, or to sell property at discretion. Other problems were in the active hand of James Grove Ivers of Brigham Young Academy always be members of the Board, and that members of the Board should always be and remain in good standing in the L.D.S. Church. If the standing of any member a majority of the Board were the sole judges. The place of any delinquent member might be declared vacant by a two-thirds vote of the Board. Through the combined efforts of the

board of trustees and the heirs of Brigham Young,counseled and advised by the Church Authorities, a document was prepared that was practical in its operation and still preserved the ideals of the endowment. By November 1890, all necessary signatures had been attached and the indenture placed on record. On that date an order

was made placing all surplus property of the institution on sale.

At the session of the Board held December 18, 1890, Joseph D.C. Young, who had been engaged in 1884 to prepare plans for the new building, was appointed architect, and he with the executive committee was authorized to advertise for bids. However, when the bids were received and opened April 17, 1891, they were all deemed too high and were rejected. The executive committee was therefore authorized to erect the building by special contracts under the direction of H. H. Cluff as superintendent of construction. A loan of $50,000 was authorized to carry on the work.

The loan was secured by mortages of the east half of block 28, plat B. (On First East Street, between Center and First North Streets) and all of block 28, plat C (the Academy Building block). By the close of the year 1891, the building was ready for occupancy. Dedicatory services were held at the beginning of the second semester of the school year, January 4, 1892.

board of trustees and the dean of Bridgeton Times-Journal and related by the Clover Institution, a decision was proposed that was premature in its operation and still preserved the ideals of the enlargement. By Resolution 1320, all necessary alterations had been attached for the immediate planned on trustees. In what date be given

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was made placing all campus property of the institution as site.

At the session of the Board held December 20, 1920, Dwight D. Trees, who had been engaged in 1914 in preparing plans for the new building, was appointed architect, and he with the association committee was authorized to advertise for bids. However, when the bids were received and opened April 27, 1920, they were all deemed too high and were rejected. The executive committee was therefore authorized to erect the building by special contract under the direction of R. E. Ditt as superintendent of construction. A loan of $50,000 was authorized to carry on the work.

The lawn was secured by purchase of the west half of block 80, plan E. (the first East Street, between Center and First North Streets) and all of block 81, plan E (the Academy Building lines). By the close of the year 1921, the building was ready for occupancy. Dedicatory exercises were held at the beginning of the second semester of the school year, January 4, 1922.

(3) DEDICATION

Introductory to its report of the dedicatory services, The Enquirer, a local newspaper, published the following description of the building:

> The new Brigham Young Academy building is the admiration of the hundreds who came today to attend the dedicatory exercises, and long before the services commenced there was a stream of strangers walking around the building and speaking in terms of the highest praise of the beautiful architecture.
>
> The building is located in the northeast part of the city, between J and K and 12th and 13th streets, and is built with brick and trimmed the Kayune stone.
>
> The dimensions are 168 by 188 feet; height of walls, 50 feet to square; height of tower, 48 feet to the vane.
>
> The main entrance is on the west side under the tower, and leads through the vestibule into the large hall, which runs through the center of the building from north to south. Over the entrance, and forming part of the arch, the inscription, "B.Y. Academy, 1891," is cut in the gray sandstone trimming.

A further description gives an account of the rooms of the building on the two floors, in the attic, and in the basement. The dimensions of the assembly room on the second floor were 82 by 52 feet, 20 1/2 feet to the ceiling. The building, it was reported, was lighted with electricity and heated with hot air.

The dedicatory services began on Monday, January 4, at 12 o'clock. At that hour the students arrived, having marched from their old home in the Z.C.M.I. warehouse. Among the visitors on the stand were President Wilford Woodruff, George Q. Cannon, and Joseph F. Smith, Governor A. L. Thomas, members

Secretary in his report of the laboratory service, The Question, [illegible]

[illegible] however, published the following description of the building:

> The new Dairyman Tower Academy building is the addition of the laboratory was done today to attend the laboratory exercises, and that before the service laboratory cover was a stream of chemicals entering around the building and spending in terms of the elegant jewelry of the beautiful architecture.
>
> The building is located in the northeast part of the city, between 2 and 3 and 12th streets, and is built with brick and trimmed the Dayton stone.
>
> The dimensions are 100 by 100 feet; height of walls, 50 feet to square height of tower, 80 feet to the vane.
>
> 100
>
> The main entrance is on the west side under the tower, and leads through the vestibule into the large hall, which runs through the center of the building from north to south. Over the entrance, and forming part of the arch, the inscription, "A.T. Academy, 1870," is set in the gray sandstone tracery.

A further description gives an account of the rooms of the building as

the two floors, in the attic, and in the basement. The dimensions of the

assembly room on the second floor were 32 by 52 feet, 20 1/2 feet to the

ceiling. The building, it was reported, was lighted with electricity and

heated with hot air.

The dedicatory services began on Sunday, January 9, at 10 o'clock. An

hour later the students arrived. During morning free hours all here in the

A.C.M.I. assembled. Among the visitors on the stand were President Mellvil

Woodruff, George Q. Cannon, and Joseph F. Smith, Governor A. L. Thomas, Senator

of the Council of the Twelve Apostles, members of the Board of Trustees, and members of the faculty.

The dedicatory prayer was offered by President George Q. Cannon.

Among the speakers was Dr. Karl G. Maeser; his address marked the close of his career as Principal of Brigham Young Academy, he having assumed other duties. On June 8, 1888, the first Presidency of the Church had appointed a General Board of Education for the purpose of establishing and superintending the church schools in the various stakes of Zion, with Dr. Maeser as Superintendent of the system. His new duties would of necessity interfere with his duties as Principal of the Academy, but in accordance with the wishes of the First Presidency and the general board of Education, Dr. Maeser had continued to act as Principal of

the Academy until the opening of the new building. One part of his address derives special interest because of the light it throws on the origin of the plans for the new building. The following is quoted from Dr. Maeser's address:

> I had a dream, but, in the language of Byron, it was not all a dream. One night, shortly after the death of President Brigham Young, I found myself entering a spacious hallway with open doors, leading into many rooms, and saw President Young and a stranger, while ascending the stairs, beckoning me to follow them. Thus they led me into the upper story containing similar rooms and a large assembly hall, where I lost sight of my guides and awoke. Deeply impressed with this dream, I drew up the plan of the locations shown to me and stowed it away without any apparent purpose for its keeping nor any definite interpretation

of the Council of the Twelve Apostles, members of the Board of Trustees, and members of the faculty.

The dedicatory prayer was offered by President George H. Brimhall.

Among the speakers was Dr. Karl G. Maeser, his address marking the close of his career as Principal of Brigham Young Academy, in having received their diplomas. On June 6, 1892, the final graduating of the Church had appointed a General Board of Education for the purpose of unifying and superintending the church schools in the various stakes of Zion, with Dr. Maeser as Superintendent of the system. The new duties would of necessity interfere with his duties as Principal of the Academy, but he continued with the students of the First Presidency and the general board of education, Dr. Maeser had expressed his wish as follows:

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The Academy until the opening of the new building. One part of his address deserves special interest because of the light it throws on the origin of the place for the new building. The following is quoted from Dr. Maeser's address:

> I had a dream, but, in the language of Byron, it was not all a dream. The night, shortly after the death of President Brigham Young, I found myself dwelling in spacious halls with open doors, leading into many rooms, and the President Young and a stranger, while conducting the state, beckoning me to follow them. Then they led me into the upper story, resembling similar rooms and a large commodious hall, where I had a right of my pulse and heart. Deeply impressed with this dream, I drew up the plan of the Lowthian stake so as not allowed it may vide- ed any apparent purpose for the keeping our dry patriotic institutions

of its meaning, and it lay there almost forgotten for more than six years, when in January, 1884, the Academy building was destroyed by fire. The want of new localities, caused by that calamity, brought into remembrance that paper, which, on being submitted suggestively to the Board, was at once approved of, and our architect, a son of Brigham Young, instructed to put into proper architectonic shape. Another period of eight years, however, had to pass, and the same month of January, consecrated in our hearts by the memory of that conflagration, had to come around eight times again, ere we were privileged to witness the materialization of that dream, the fulfillment of the prophecy. When in future days people shall ask for the name of the wise designer of the interior of the edifice, let the answer be: 'Brigham Young."

(3) WORK OF A. O. SMOOT

The work of Karl G. Maeser as Principal of Brigham Young Academy received recognition both from the Church authorities and the laity as a manifestation of great faith and integrity and as a glorious achievement in the spiritual welfare of the youth of Israel. But behind Karl G. Maeser stood another man, A. O. Smoot, whose work and influence were equally necessary for the accomplishment of the great task that had been assigned to the two men by President Brigham Young.

Evidently having in mind the splendid support President A. O. Smoot had always given Dr. Maeser and the school, especially in the administration of finances, President Joseph F. Smith, in addressing the assemblage at the dedicatory exercises, expressed the sentiment that next to

the name of Brigham Young, the founder, the name of A. O. Smoot would shine with most glorious luster in connection with Brigham Young Academy. A vote

of the morning, and it lay there almost forgotten for some time. At
years, when in January, 1924, the academy building was destroyed
by fire. The cost of new buildings, caused by that calamity,
brought into remembrance that paper, which, in being submitted
respectively to the Board, was at once approved of, and our architect,
a son of Brigham Young, instructed to put into proper architectural
shape. Another period of eight years, however, has in part, and
the same cause of economy, consequent in our debts by the security
of that conflagration, had to come around after time again, and in
more pointing to witness the materialization of that dream, the
fulfillment of the prophecy. Now is future days people shall see
for the mind of the wise designer of the interior of the edifice,
in the memory of Brigham Young."

(5) WORK OF A. O. SMOOT

The work of Reed E. Smoot as Trustee of Brigham Young Academy

received recognition only from the Church administration the latter in

consideration of great faith and integrity and as a distinctive achievement in

the spiritual culture of the youth of Israel. The behind Reed E. Smoot stood

another man, A. O. Smoot, whose work and influence were equally necessary for

the accomplishment of the great task that had been assigned to the two men by

President Brigham Young.

Scholarly acting in also the schools support President A. O. Smoot had

always given to. Money and the school, especially in the administration of

finances, President Joseph F. Smith, in addressing the committee of the

dedicatory services, expressed the sentiment that such a

"The man of Brigham Young, the Academy, the name of A. O. Smoot would endure

with most glorious status in remembrance this Brigham Young Academy. A year

being taken, the audience gave unanimous approval to the sentiment.

It was well that the sentiment of appreciation should be given, not simply in approval of what had been done, but of encouragement for the tasks of the future. The financial burden of the school, especially in connection with the erection of the new building, had indeed rested heavily on President Smoot's shoulders and the load had not yet been removed. The temple of learning had been built, but a dark cloud of debt hung over it.

(3) DEBT

To secure relief to some extent from the heavy financial obligations of the Academy corporation incurred in the erection of the new building, real estate of block 28, plot B, was sold to various persons. But this property had been mortgaged, and before a clear title could be given to the purchasers, it was necessary to have the property released from the mortgage. This was accomplished by President Smoot and other members of the Board of Trustees assuming personal responsibility for a part of the indebtedness.

The burden was a heavy one to carry, and to add to the difficulties of the situation several heirs of Brigham Young who had refused to sign the amended deed of trust, in 1890, in which control of Academy property was transferred from the heirs of Brigham Young to the Trustees of the Academy Board, threatened to begin suit unless they received compensation for their interest

being taken, the nations gave unanimous approval to the mandatory.

If one will look into the questions of appropriation should be given, instead of to applicant or who had been done, but of determining the value of the future. The financial burden of its support, especially in connection with the question of the new building, has indeed raised serious in Finland's economics and the land has not yet been recovered. The burden of insuring has been heavy, but a duty clause of 1926 helps over it.

(3) DEBT

To secure relief in some extent from the heavy financial obligations of the Lenkung government incurred in the erection of the new building, real estate of Sinne 30, plot 8, was sold to various persons. But this property had been mortgaged, and before a clear title could be given to the purchasers, it was necessary to have the property released from the mortgage. This was accomplished by President Ranck and other members of the Board of Trustees assuming personal responsibility for a part of the indebtedness.

The burden was a heavy one to carry, and he said to the Christmas of the attendance annual date of Bridgman Young who had returned to give the annual talk of trust, in fact, in which method of Anthony Jungwirth was connected from the duty of Bridgman Young in the Chairman of the Building Board, discussed to begin work unless they received compensation for their labors.

as heirs of Brigham Young in the endowed property. To avoid trouble the board entered into negotiations with the recalcitrant heirs and secured a

settlement with them.

The financial panic of 1893 further intensified the school's financial difficulties. For a time property could not be sold and some of those who had made purchases were unable to pay, compelling the school to repossess the property. Under these circumstances, on March 4, 1893, a committee was appointed to appeal to the Church authorities for the loan of the tithing of Utah Stake for the current year, or for the advance of the necessary funds to tide the Academy over till some of the realty could be sold. In the Board minutes of August 29th, the receipt of $30,000 from the Church to be applied to the debts of the school is reported. This amount, however, was insufficient to meet all the obligations of the school, and creditors continued to clamor for the payment of the money still due them. Several suits were filed against the school. At a session of the Board held December 10, 1894, it was decided to appeal again to the Church for aid. A. O. Smoot, David John, and Reed Smoot were appointed as a committee to wait on the First Presidency of the Church. But the Church, too, was suffering from a financial stringency, and could do nothing further than promise help "as soon as possible."

as latin of Belgian Congo in the medical property. To avoid trouble the board entered into negotiations with the recalcitrant heirs and secured a settlement with them.

The financial basis of Joji Furuhe introduced the school's financial difficulties. For a time property could not be sold and some of those who had made purchases were unable to pay, compelling the school to repossess the property. Under these circumstances, on March 4, 1929, a committee was appointed to report to the Church authorities for the sum of the original of Ruhe Place for the current year, in for the amount of the necessary funds to slide the meeting over till some of the reality could be sold. In the Board minutes of August 1929, the receipt of 300,000 from the church is to applied to the debts of the school is reported. This amount, however, was insufficient to meet all the obligations of the school, and creditors continue to clamor for the payment of the money still due them. Several cities were tried against the school. At a meeting of the Board held December 19, 1929, it was decided to appeal again to the Church for aid. A. G. Hoover, David Soley, and Ward Hoover were appointed as a committee to wait on the first Presidency of the Church. But the Church, now, was suffering from a financial stringency, and could do nothing further than promise help "as soon as possible."

Death came to relieve President Smoot of further responsibility. The event occurred March 6, 1895. But though President Smoot could no longer be held personally responsible for the debts of the Academy, the obligation still rested on his estate. It was imperative, therefore, when notice was received that unless a note for $5,000, past due, was paid or satisfactory arrangement made by the 25th of March, execution would issue on that date, that in

the interest of the heirs of President Smoot as well as the welfare of the Academy some definite action should be taken. Again an appeal was made to the Church Authorities. In answer, the trustee-in-trust of the Church agreed to underwrite all the notes of the Academy bearing the endorsement of President A. O. Smoot, and to make provision for the early payment of the same. The arrangement was satisfactory to the Deseret National Bank, the holder of the notes, and the threatened catastrophe was averted.

The estate of President Smoot was relieved from its burden, but had suffered considerable loss through the long indebtedness.

(2) COLLEGE BUILDING

The progress of the school under the vigorous leadership of President Cluff was notable, and before long it became apparent that another building

Burdi then he actions Tuskegee Board of Control responsibility. The event occurred March 9, 1920. But though President Dunn could no longer be held personally responsible for the debts of the academy, the obligation still rested on his estate. It was impossible, therefore, when notice was received that values a note for $5,000, past due, the paid in satisfactory arrangement made by the City of Birth, nevertheless would leave no that debt, then is

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the business of the Board of President Dunn in well as the welfare of the Academy some definite action should be taken. Again an appeal was made to the Phelps Philanthropic. In answer, the treasurer-in-trust of the Phelps agreed to underwrite all the notes of the Academy providing the endorsement of President A. C. Dunn, and to make available the last small payment of the note. The arrangement was satisfactory to the Dunns Birthmont Board, the holder of the notes, and the Tuskegee Institute was involved.

The estate of President Dunn was relieved from its burden, but had suffered considerable loss during the long indebtedness.

(2) Healing Situation

The program of the school under the Phelps Immediately of President Cliff was notable, and Booker Long is reason appears that another pointing

would be needed. So rapid was the expansion that Brigham Young, Jr., who had been made President of the Board after the demise of President Smoot, felt it was necessary to sound a warning. At a session of the Board June 9, 1895, President Young spoke of some apprehension he had of the extended manner in which the Academy was being conducted in its numerous departments during the depressed times, and advised that some restrictions in departments and salaries be considered. He suggested that for a time at least there should be less call on the Church for help.

But two important events, the adoption, in 1896, of Articles of Incorporation of the Academy, and the election, in 1897, of George Q. Cannon of the First Presidency of the Church as President of the Board of Directors, instead of

putting a check on the impetus acquired, added thereto.

However, as the Church was not prepared to furnish more money, when President Cluff asked for the erection of a "College" building, Reed Smoot, chairman of the Executive Committee of the Board, took the initiative in the matter, and offered to secure the contribution of one thousand dollars from each of ten persons for the erection of the new building. The plan was accepted and successfully put into execution. The ten donors were Wilford

would be needed. He told you the expression that Stephen Timon, Sr., who had been made President of the Board after the death of Trowbridge Hunt, felt it was necessary to avoid a scandal. At a meeting of the Board June 9, 1899, President Timon spoke of some apprehension he had of his retiring member in which the Academy was being conducted in its numerous departments during the depressed times, and stated that some restrictions in expenditures and salaries be considered. He suggested that for a time at least there should be less call on the Church for help.

But the important events, the resignation, in 1898, of Artemas W. Dodgeworth of the Academy, and the election, in 1899, of George H. Clarke as the first treasurer of the Church as President of the Board of Directors, instead of

putting a check on the improve expected, caused therefrom.

However, as the Church was not prepared to furnish more money, some treasurer staff issued for the execution of a "College" building, upon which, chairman of the Executive Committee of the Board, took the initiative in the matter, and offered to assume the responsibilities of the thousand dollars from each of two gentlemen for the completion of the new building. The plan was accepted and successfully put into execution. The two donors were William

Woodruff, George Q. Cannon, Joseph Fielding Smith, Reed Smoot, Jesse Knight, Charles Edwin Loose, Alfred William McCune, Amanda Inez Knight, Stephen L. Chipman, and Jesse William Knight. The cost of the building was somewhat in excess of the estimated ten thousand dollars, but Reed Smoot increased his contribution to cover the additional amount.

The furniture in College Hall was paid for in part by the alumni association and in part by the sale of B.Y.U. property.

The dedication of the building was made a feature of commencement week in 1898.

The school now had its college building but the high school students far exceeded the college students in numbers. It was deemed fitting therefore, to designate the first building erected on the campus block as the High School building. In 1922 the name was again changed, this time to the Education building.

(2) TRAINING SCHOOL AND GYMNASIUM

Representing the class of 1904, in The White and Blue of February 15, 1899, Eugene L. Roberts in his column of

class notes has the following to say:

> Nothing is needed more at the present time in the Academy than a gymnasium. Nothing would please those students, who recite from

Kennedy, George G. Gleason, Joseph Fielding Smith, Noel Sperry, Jesse Nelson, Charles Edwin Lewis, Alfred William Nelson, Samuel Dan Ralph, Eugene L. Ingram, and Jesse Edwin Taylor. The work of the building was commenced in August of the matriculated year therefore, the need more increased the construction to cover the additional demand.

The furniture in College Hall was paid for in part by the Alumni association and in part by the sale of B.Y.U. property.

The dedication of the building was made a feature of commencement week in 1906.

The school now had its college building but the high school students far exceeded the college students in numbers. It was decided further to enlarge the first building erected as the proper place for the high school building. In 1922 the name was again changed, this time to the Provostian building.

(2) TRAINING SCHOOL AND GYMNASIUM

Commenting the class of 1904, in the Echo and Blue of February 13, 1904, Eugene L. Roberts in his column of

class notes has the following to say:

Nothing is needed more at the present time in our judgment than a gymnasium. Entire week plunge into studies, one swoops from

morning until night, and study almost until morning, more than to have a few minutes of health--giving exercise between recitation and study.

The building of a gymnasium received the support of the Student Body, the movement being carried on by a committee consisting of Will Robinson, Andrew Neff, and Elijah Allen.

During the absence of President Benjamin Cluff on an exploring expedition in Mexico, Central America and South America, acting President George H. Brimhall, at a session of the Board May 14, 1901, called attention to the necessity of reinstating the Church Normal Training School and of erecting a suitable building for that purpose. A gymnasium, he suggested, might be provided for on the upper floor. Jesse Knight, a member of the board, on whom the financial mantle of A. O. Smoot seems to have fallen, volunteered a contribution of $15,000 to the building. With this generous offer as a beginning, the board promptly authorized the erection of the new structure.

But "Uncle Jesse's" efforts were not confined to his personal contributions; in addition he used his influence to induce others to contribute. How he secured a $5,000 contribution from David Evans, a mining associate, is told by J. Will Knight in his biography of his father. Mr. Evans, it appears, had in the past mining ventures of the two men, had only a minority interest. As he had become "pretty-well-to-do" he suggested that in the future, when

assisting small eight, and each eleven. Until recently, many thought
have a few minutes of health-giving exercise between recitation
and study.

The building of a gymnasium received the support of the Student Body,

the movement being carried on by a committee consisting of Bill Thomson,

Andrew Neff, and Ralph Allen.

During the seasons of freshman Benjamin Hart in an explorer expedition

in Mexico, General Lawrence and Scott Hawkes, noting Treasurer George E.

Bridwell, at a meeting of the Board May 14, 1921, called attention to the

necessity of reinstating the Junior Normal Training School and of providing

a suitable building for that purpose. A dormitory, he suggested, might be

provided for on the upper floor. Jesse Knight, a member of the board, on

whom the financial burden of L. O. Hawes seems to have fallen, volunteered

a contribution of $25,000 to the building. After this generous offer of a

tangible, the board promptly authorized the erection of the new structure.

But "Uncle Jesse's" efforts were not confined to his personal contributions;

in addition to read his influence to induce others to contribute. For he

received $ 50,000 contributions from David Evans, a wealthy resident, it said

by J. Will Knight in his eulogy of his father. Mr. Evans, it appears, had

in the past strong prejudices of the Ivy Jam, but only a minority instead.

As he had become "pretty-well-to-do" he suggested that in the future, some

Mr. Knight felt he had something "sure" he (Mr. Evans) should like a half interest. It occurred to "Uncle Jesse" that a contribution to the

Training School building would be a fine investment--a "surething." He accordingly called Mr. Evans on the telephone and invited him to come to Provo to consider "the best investment he could ever make." Mr. Evans came, quite excited as to what this new venture was to be. When the "50-50 sure thing" proposition was presented to him of contribution $5,000 to the training school building to match a like amount to be contributed by Mr. Knight, he was rather shocked; but after deliberating on the matter, he brought out his check book with the remark,"I am going to call your bluff." Each made out his check for $5,000. Later in an address before the studentbody, Mr. Evans told the story, and added that Uncle Jesse's guarantee had been fully verified; the investment was the best he had ever made, and he absolved Uncle Jesse from any further obligation from the promise made.

The total cost of the Training School and Gymnasium Building was $35,000. It was dedicated February 17, 1902.

(2) MISSIONARY AND PREPARATORY BUILDING

The next building needed by the Academy was one for the Missionary and Preparatory Department. On January 10, 1903, President Cluff reported to

Mr. Bridge felt he had accomplished "very" in Dr. Frame's annual life = self interest. It is conceived in "Mamie Dear" that a modification in the

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Training School building would be a fine investment -- "something." Mr. Accordingly called Mr. Simon on the telephone and invited him to come to Frame to consider "the best investment he could ever make." Mr. Simon very quite anxious to do what his boy wanted him to do. When the "go-by" gave "tiring" proposition was presented to him of contributing$2,000 to the training school building to assist a life account to be contributed by Mr. Bridge, he was rather shocked; but after deliberating on the matter, he brought out his check book with the remark,"I am going to call your bluff." Bridge crossed out his check for $5,000. Later in an address before the Academy, Mr. Simon told the story, and added that Uncle James's generosity had been fully verified; the investment was the best he had ever made, and he absolved Uncle James from any further obligations from the premise made.

The total cost of the Training School and Gymnasium Building was $[illegible]. It was dedicated February 17, 1926.

(3) Alumnae and Gymnasium Building

The next building needed by the College was one for the Alumnae and Preparatory Departments. On January 10, 1923, President Cliff reported to

the Board that the Utah Stake of Zion and contiguous stakes had proposed to join the Alumni Association in providing such a building. The proposition was accepted, and President Cluff was asked to notify S. A. King, chairman of the Alumni Association building committee of the action of the Stakes of Zion designated.

But the Alumni Association had other plans; they had in mind the erection of a memorial building in honor of their beloved teacher, Karl G. Maeser, and therefore declined to participate in the construction of a building for the

preparatory and missionary departments. The board, however, decided to proceed with the work, and instructed a committee appointed for the purpose to apportion the sum of $9,000 among the Alpine, Nebo, Utah and Wasatch stakes of Zion, and formulate a letter to the respective stake presidents urging them to collect the amounts as soon as possible. There contributions were to pay for two stories of the building. The third story was designed for domestic science and art work, Miss Lucy Gates contributing in part payment nearly $1,000 obtained from a concert given by her, with a view of founding in the near future a domestic science department bearing the name of her grandmother, Lucy B. Young.

The site selected for the building was the south-east corner of the campus

the Board that the Phi Kappa of Zeta and neighboring sororities had purchased the plot the Alumni Association is providing here a building. The proposition was accepted, and President Court was asked to notify Z. A. Ziegler, relative of the Alumni Association building committee of the action of the Board of Zeta Kappa.

Thus the Alumni Association had other plans; they had in view the erection of a memorial building in honor of their beloved brother, Mark H. Thomas, and therefore declined to participate in the construction of a building for the

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preparatory and academic departments. The Board, however, decided to proceed with the work, and instructed a committee appointed for the purpose to expend the sum of $3,000 among the Alpha, Beta, Phi and Omega Phi of Zeta, and Theophile a letter to the respective chapter presidents urging them to raise the amounts so soon as possible. There contributions were to pay for the erection of the building. The total sum was designed for Kappa's sisters and its work, also Lucy Baker contributed in part payment nearly $1,000 received from a memorial given by her, also a plan of inserting in the mass figure a domestic science department bearing the name of her grandmother, Lucy M. Trent.

The site selected for the building was the north-east corner of the campus

block. A building here would balance the Training-school building on the north. But when it was learned that the Alumni Association contemplated erecting a Karl G. Maeser Memorial Building, the Missionary and Preparatory building was shifted to the new site north of the High School building and the more desirable south-east corner site was reserved for the Maeser Memorial. Before the Alumni could take action, however, Temple Hill had been acquired by the school, providing a new and superior site for the Karl G. Maeser memorial. It was too late to put the Missionary and Preparatory building on the south-east corner site as work had already begun on the site north of the High School.

The building was ready for use in the fall of 1904, having cost $13,000. Dedicatory services were held October 26, President Joseph F. Smith offering the dedicatory prayer.

(2) VIADUCT

When the Missionary and Preparatory Department were discontinued, the structure they had used became the Arts Building, and the upper stories were occupied by the Home Economics Department. In the year 1912, on the recommendation of President Brimhall to the Board, August 29th, a steel bridge or viaduct was constructed, connecting the third floor of the Arts building with the second floor of the High School building , thereby

block. A building more would balance the Training-school building on the north. But then it was believed that the Alumni Association contemplated erecting a fine St. Xavier Memorial Building, the kindergarten and Preparatory building was erected in the new site north of the High School building and the more desirable south-east corner also was reserved for the Memorial. Before the Alumni Hall was built, however, Temple Hall was begun by the school, providing a new and superior site for the hall. Hence Assembly. It was the idea to put the Kindergarten and Preparatory building on the south-east corner also as work had already begun on the site north of the High School.

The building was ready for use in the fall of 1907, having cost $15,000. Dedicatory services were held October 25, President Joseph F. Smith offering the dedicatory prayer.

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(2) Finance

When the Kindergarten and Preparatory department were discontinued, the structures they had used became the Girls Building, and the upper classes were occupied by the Lower Grammar Department. In the year 1912, on the recommendation of President Talmadge to the Board, August 27th, a school building or wishes was constructed, connecting the three floors of the Lower building with the second floor of the High School building, thereby

lessening the climbing of stairs by the young women of the school. The funds to pay the cost of the viaduct, approximately $600, were obtained from the sale of lands on Provo Bench. The lands had been given the school by Jesse Knight.

(2) GREENHOUSE

In the same report recommending the construction of the viaduct, President Brimhall also recommended the building of a greenhouse south of the College Building for the Agricultural Department. The recommendation received favorable consideration and the greenhouse was built at a cost of $500.

(2) COURSES IN MECHANICS

"Each one of the boys who shall take a full course, if his physical ability will permit, shall be taught some branch of mechanism that will be suitable to his taste and capacity."

Lack of funds prevented compliance with this clause of the endowment until the school was established in 1892 in the new building on Academy Avenue. A wood work department was at that time begun in the basement of the new building. It was later moved to the Mechanic Arts building on University Hill.

(2) BLACKSMITH SHOP

At a session of the Board of Directors April 16, 1904, J. S. Page

lengthening the climbing of stairs by the young women of the school. The Club's to pay the cost of the students, approximately $500, were obtained from the sale of goods on Fresno Street. The funds had been given the school by Jesse Colgan.

(4) [illegible]

In the same report recommending the construction of the students, President McCaleb also recommended the building of a gymnasium annex of the College Building for the Agricultural Department. The recommendation contained favorable consideration and the gymnasium was built at a cost of $500.

(5) COURSES IN MUSIC ADDED

Then one of the boys who shall take a full course, if the physical ability will permit, shall be assigned some branch of mechanics that will be suitable to his taste and capacity."

Each of these provisions implied with high classes of the endowment until the school was established in 1887 in the new building on Anderson Street was supplemented not by a lower grade in the Department of the new building. It was Jesse Colgan's the mechanic Jesse building on Monterey Hill.

(6) [illegible]

At a meeting of the Board of Directors April 15, 1904, Mr. Thos

suggested the advisability of offering courses in mechanics, especially during the winter months. At the same session, on motion of Stephen L. Chipman, it was decided to establish a course in iron work, "Provided means can be obtained for it."

Means were obtained through the generosity of Jesse Knight, and a commodious blocksmith shop was built the same year on the south side of the street from the University block. On January 21, 1905, President Brimhall reported that nine men had each donated a forge to the new shop.

With automotive power largely supplanting horses and farm wagons, the demand for blacksmithing has almost ceased, and the course in blacksmithing has been discontinued. The building is now used as a book-bindery.

(2) Women"s Gymnasium

President Brimhall recognized the fact that young people should have and will have recreation, and that one of the most popular forms of recreation is dancing. That the students of Brigham Young University might have an opportunity of dancing under proper supervision, he deemed it essential that an amusement hall should be built. He accordingly submitted to the Board of Directors at their meeting August 29, 1912, the following recommendation: "That the University erect an amusement hall on its property on the west side of Academy avenue between Fifth and Sixth North streets to cost approximately

suggested the advisability of offering courses in economics, especially during the winter months. At the same meeting, on motion of Stephen L. Chipman, it was decided to establish a course in time study. Provided means can be obtained for it."

Funds were obtained through the generosity of Amos Eaton, and a commission theatrical shop was built the same year on the south side of the street from the railroad tracks. On January 21, 1920, President Ettinger reported that also was not much damaged in fire in the new shop.

The workshop power largely supplanted horses and farm wagons, the demand for blacksmithing has almost ceased, and the course in blacksmithing has been discontinued. The building is now used as a hand-shop.

(2) Women's Gymnasium

President Ettinger recognized the fact that young people should have and will have recreation, and that one of the most popular forms of recreation is dancing. Thus the students at Bridgton Young University might have an opportunity of dancing under proper supervision, he deemed it essential that an assembly hall should be built. He accordingly submitted to the Board of Directors at their meeting August 29, 1922, the following recommendation: "That the University erect an assembly hall on its property on the west side of Academy avenue between Willis and Edwin Streets similar to most gymnasiums

$12,500, and that the money be secured by borrowing it, using the 25,000 shares of Provo Reservoir Company Stock as collateral security. The recommendation

was approved and the executive committee was authorized to proceed with the erection of an amusement hall, the cost to be between $12,000 and $15,000.

Before work was begun, however, a reconsideration of President Brimhall"s recommendation led to the conclusion that it would be advisable to combine the amusement hall with a Women's Gymnasium." the building to cost about $27,000. The actual cost was $29,212. To meet this obligation, 10,000 shares of Utah Lake Irrigation Company stock was sold to the Church at one dollar per share, and the balance of $19,212 was borrowed.

(2) TEMPLE HILL

The unsatisfactory placing of the Missionary and Preparatory building was a matter of small import in comparison with the momentous event of acquiring a new and much greater campus. Then it became known that a spacious and most desirable campus site, Temple Hill, lying a few blocks to the northeast of the campus block, could be secured for a very nominal sum, the student body of the school, encouraged by the faculty, appointed a committee to make investigations. The action of the student body, or receiving a report from

$12,500, and that the money be secured by borrowing it, using the $1,000 shares of Pure Inspirator Company Stock as collateral security. The recommendation

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was approved and the executive committee was authorized to proceed with the execution of an assessment bell, the cost to be between $10,000 and $12,000.

Before such was begun, however, a reconsideration of President Stimson's recommendation led to the conclusion that it would be advisable to execute the assessment bell with a Sheet's Operator. The building to cost about $17,000. The actual cost was $20,414. To meet this obligation, 10,000 shares of Pure Lake Inspirator Company stock was sold to the Thomas at one dollar per share, and the balance of $10,414 was borrowed.

(5) TWELVE MILE

The unsatisfactory pitching of the pleasantry and frequently initiated was a matter of small import in comparison with the momentous event of acquiring a new and much greater engine. When it became known that a position was desirable engine site, Jungle Hill, lying a few miles on the northeast of the engine block, could be secured for a very nominal sum, the student body of the school, encouraged by the faculty, appointed a committee to make investigations. The action of the student body, on receiving a report from

the committee favorable to the purchase of Temple Hill, was reported in

The White and Blue (February 19, 1904) as follows:

> On Monday morning last, with students and faculty assembled, it was given as the sense of the student body, that Temple Hill be purchased and the next extension of the University be placed thereon.
>
> The City Council has placed a valuation upon the land in question sufficiently low to encourage the movement begun, and the students are giving substantial evidence

> of the sincerity of their desires by contributing very liberally toward the accumulation of the purchase fund--The White and Blue need not be prophetic at all in declaring that college buildings on Temple Hill are an assurance of the near future.

And so the Maeser Memorial building was not erected on the reserved space at the south-east corner of the City Campus block, but on Temple Hill, later to be known as University Hill. Several years, however, were to pass before the building became a reality.

Notwithstanding the enthusiasm of the student body, the collection of the required amount for the purchase of Temple Hill did not preceed rapidly. One objection met with by canvassers in the city was skepticism as to the site being occupied by buildings of the Church University, a stipulation in the deed to be issued. A lengthy editorial in the White and Blue argued strongly that the school, recently rechristened Brigham Young University, was sure to be made the Church University rather than was one of the local church schools. Sympathetic with the cause and the efforts of the students, the Provo City Council reduced the price of the seventeen acres of ground to one thousand dollars,

This committee previously in the province of Temple Hill, was reported in

The Daily and Blue (February 19, 1904) as follows:

> On Monday evening last, with students and faculty assembled, it was given to the women of the student body, that Temple Hill be purchased and the most extension of the University be placed thereon.
>
> The City Council has given a valuation upon the land in question sufficiently low to encourage the movement large, and the students have giving enthusiastic support.

[illegible]

> of the minority of their feelings by constituting very liberally toward the accumulation of the purchase fund--The Daily and Blue need not be ashamed to call it demonstrating that college traditions in Temple Hill are an assurance of the best future.

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deed to be issued. A laughing editorial in the Daily and Blue argued strongly

that the school, formally constituted Eclipse Young University, was sure to

be made the Theron University rather than was of the local church schools.

Sympathetic with the cause and the efforts of students, the Theron city Council

reduced the price of the requisite acres of ground to one thousand dollars,

which the students succeeded in raising. However, it became apparent that the problem of raising money to pay for the new campus was only partially solved. A survey of the land revealed that about one and a half acres at the point of the hill was not included in the deed given by Provo City. To raise the thousand dollars asked for this piece of land the students and faculty of the school, in the fall of 1907, voluntarily eliminated shows, candy, etc. until the required amount had been secured.

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Additional pieces of land were added to the University Hill campus as they could be purchased. The total amount of land acquired was some thirty-seven acres. This does not include land adjacent to University Hill.

(2) MAESER MEMORIAL BUILDING

The Alumni Association, now ready to proceed with work on the Maeser Memorial building submitted to the Board of Directors at a meeting held December 9, 1907, plans and drawings from several architects for the proposed building. After examination and discussion, preference was given to the plans submitted by Ware and Treganza of Salt Lake City. Founder's Day, 1909, witnessed the ceremonial laying of the corner stone of the Maeser Memorial building. The work proceeded with reasonable dispatch, and the Church having made a special appropriation of $15,000 for furnishing, the building was

which the students accomplished in building. However, it became apparent that the problem of finding money to pay for the new temple was only partially solved. A survey of the land revealed that about one and a half acres in the point of the hill was not included in the deed given by Perry City. In order the Nauvoo Saints acted for this piece of land the proximate was literally of the person, in the fall of 1841, voluntarily eliminated above, and, also, until the required amount had been secured.

(2)

Additional plots of land were added to the University Hill because as they would be purchased. The total amount of land acquired was about thirty-seven acres. The plan not included been adjacent to University Hill.

(3) Nauvoo Temple Building

The Grand Assemblies, now ready to proceed with work on the Nauvoo Temple, initially submitted to the Board of Directors at a meeting held December 3, 1841, plans and drawings from several architects for the proposed building. After examination and discussion, preference was given to the plans submitted by Weir and Cheyenne of Salt Lake City. November 4th, 1842, witnessed the ceremonial laying of the corner stone of the Nauvoo Temple building. The work proceeded with commendable diligence, and the Church initial made a special appropriation of $15,000 for construction. The building was

ready for occupancy at the beginning of the fall term in 1911.

But the building had not been fully paid for. Of the cost of the structure, $130,000, the Knight family had contributed $65,000, and other members of the Alumni, $50,000, still leaving an indebtedness of $15,000. Jesse Knight, who had been made an honorary member of the Alumni Association, came to the rescue by purchasing at par $20,000 worth of Blue Bench Irrigation Company bonds owned by the school, $15,000 of the amount going to pay the alumni indebtedness and the remainder, obligations of the school. The bonds sold by the University to Jesse Knight had come from him in payment for property on the block north of the Court House square, a part of the Academy founder's endowment.

(2) MECHANIC ARTS BUILDING

The advent of American in the World War hastened the erection of the Mechanic Arts building. Though the University stood in need of such a building in the regular growth of the school, the desire to be of service to the government under the stress of war gave emphasis to that need. In august, 1918, President Brimhall and the Executive Committee of the Board made application to the Trustee-in-Trust of the Church and the General Board of Education for an appropriation sufficient to erect a Mechanic Arts building. As a result a special appropriation of $43,000 was made for the purpose. But

ready for occupancy at the beginning of the fall term in 1961.

But the building had not been fully paid for. Of the cost of the structure, $500,000, the Ralph Smith Fund contributed $80,000, and other members of the Alumni, $20,000, still leaving an indebtedness of $120,000. Dean Ralph, who had been made an honorary member of the Alumni association, came to the rescue by promoting an per $20,000 bonds of Blue Beach Irrigation Company bonds owned by the school. $15,000 of the needed money to pay the alumni contributions and the remainder, obligations of the school. The bonds will by the University to Dean Ralph and even from pay in present the property on the block north of the Court House square, a part of the Academy Founder's endowment.

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[4] Mechanic Arts Building

The women of America in the World War increased the operation of the Mechanic Arts Building. Though the University aimed to need of such a building in the regular growth of the school, the desire to be of service to the government under the stress of war gave impetus to that need. In August, 1918, President Brandt and the Executive Committee of the Board made application to the Trustee-in-Trust of the Church and the General Board of Education for an appropriation sufficient to erect a Mechanic Arts building. As a result a special appropriation of $45,000 was made the two persons. The

happily, the war ended sooner than was expected, obviating the necessity of the building's use in government service. But though it was not required for war work, its use in the peaceful pursuits of woodwork and auto-mechanics fully justified its erection.

(2) HEBER J. GRANT LIBRARY

An important communication, signed by Alice L. Reynolds for the library committee, and Annie L. Gillespie, librarian was on December 9, 1921, addressed to President Harris. It set forth that at the opening of the school year the library contained 17,030 volumes apart from the Government depository, which had approximately 6,000 volumes. After enumerating a number of bequests to the library made during the current year, the communication closed with two significant paragraphs:

> The librarian and her assistants are embarrassed because of insufficient library space and insufficient shelf-room to place the books that the institution is daily receiving. Despite the fact that a large number of books will be removed to the Maeser Memorial, the room space and the shelf space is

> insufficient, making it necessary to keep the books about in boxes; therefore we respectfully ask of the administration that more library space and additional shelves be provided at as early a date as possible.
>
> We also draw attention to the fact that this large and valuable collection of books, many of which could not possibly be replaced, and which form one of the most valuable assets of the institution, is exposed to fire in its present quarters.

rapidly, the war added another item, not reported, straining the economic of the building's use to government agencies. But though it was not required for war work, it was in the peculiar parlance of economists and statisticians fully justified its creation.

(c) HENRY J. CARTER LIBRARY

An important commemorative, signed by Alice L. Reynolds for the library committee, and dated L. Gillespie, Librarian was on December 3, 1943, addressed to President Harris. It set forth that at the opening of the school year the library contained 17,500 volumes apart from the department depository, which had approximately 4,500 volumes. After enumerating a number of bequests to the library made during the current year, the commemorative closed with two significant paragraphs:

> The difficulties and lack materials are characterized because of insufficient library space and inadequate audit-room to place the books that the institution is daily obtaining. Despite the fact that a large number of books will be removed to the library annexed, the room space and the shelf space is
>
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>
> inadequate, making it necessary to keep the books about in boxes. Attention is respectfully asked of the administration that some library space and additional shelves be provided at as early a date as possible.
>
> In also area attention to the fact that this large and valuable collection of books, only of which which contains quantity be regarded, and which from one of the most valuable assets of the institution, is exposed to fire in the present quarters.

While the communication did not ask for the erection of a library building, the need for such a structure was made apparent, and with this thought in mind President Harris submitted the communication to the Executive Committee. This committee did not take immediate action, but at a session held September 11, 1923, discussed the matter and came to the conclusion that at least one unit of a suitable library building was an "imperative need." The conclusion of the committee was communicated to the Church Board of Education. In answer, the committee was on August 18, 1924, made happy by notification of the appropriation of $125,000 for a library building. The sum of $40,000 was later appropriated for book stacks and other equipment.

That the best and most recent ideas on library buildings might be obtained, President Harris and Architect Joseph Nelson visited a number of libraries in the East. In January, 1925, theplans were ready and received the approval of the committee, and later of the president of the board and Church superintendent of buildings.

The contract for the building was in March awarded to Paul Paulsen of Salt Lake City; the plumbing contract went to P. L. Larson of Provo.

The building was completed at the beginning of the school year, 1925-26, and was a significant manifestation of growth of the school at the semi-centennial celebration

while the recommendation did not call for the creation of a library building, the need for such a structure was made apparent, and with this thought in mind President Harris submitted the recommendation to the Executive Committee. This committee did not take immediate action, but at a special meeting November 11, 1924, discussed the matter and went on the recommendation that as soon as the cost of a suitable library building was in "depository sight." The resolution of the committee was communicated to the Board of Education. In answer, the committee was on August 22, 1926, only never to notification of the appropriation of $125,000 for a library building. The sum of $40,000 was later appropriated for book stacks and other equipment.

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The contract for the building was in March awarded to Fred Jensen of Bois Sale Ctyr; the planting contract went to J. L. Larson of Provo.

The building was completed at the beginning of the school year, 1927-28, and was a significant contribution of growth of the school as the educational information

of Founder's day, October 16, 1925, when it was dedicated. In view of President Grant's sincere love of books and his generosity as trustee-in-trust of the Church in providing funds for the building of the library, it was given the name of Heber J. Grant Library.

(2) GEORGE H. BRIMHALL BUILDING

The increased enrollment of the school through a number of years made more room a necessity and induced President Harris and the Executive Committee to apply to the general board for sufficient funds to add two stories to the Mechanic Arts Building. This plan, it was estimated, would supply the needed room at less expenditure of money than it would cost to erect a new building. At the meeting of the Board of Trustees June 5, 1935, it was reported that bids had been received for adding the two stories to the Mechanic Arts building, the lowest general bid being made by Ryberg Brothers, $62,000, and for plumbing , that of Parley L. Larsen, $14,687. The estimated cost of furnishing was $14,000. On authorization of President Grant, contracts were awarded to the lowest bidders. The enlarged building received a new name. On suggestion of President Harris it was to be known as the George H. Brimhall Building.

The building was dedicated on Founder's day, 1935, President Grant being the principal speaker. Members of President Brimhall's family were

of President's day, October 14, 1963, when it was dedicated. In view of President Grant's literary love of books and his pioneering as librarian-in-chief of the Congress in providing funds for the building of the library, it was given the name of Ulysses S. Grant Library.

(2) GEORGE H. DERMOTT BUILDING

The increased enrollment of the school through a number of years made more room a necessity and Andrews President Harris and the Executive Committee in keeping in the general needs for additional funds to add one storey to the Dermott Area Building. This plan, it was estimated, would supply the needed room at less expenditure of money than it would cost to erect a new building. At the meeting of the Board of Trustees June 5, 1950, it was reported that this was been required for adding the two stories to the Dermott Area Building, the lowest quotes bid being made by Sylvester Brothers, ($22,000), and for plastering, tiles or footing to Lorenz, $14,487. The estimated cost of furnishing was $14,000. In authorization of President Grant, contracts were awarded to the lowest bidders. The enlarged building received a new name, in recognition of President Harris it was to be known as the George H. Dermott Building.

The building was dedicated on President's day, 1953, President Grant being the principal speaker. Members of President Harris's family were

special guests of the institution on the occasion, Mrs. Jennie B. Knight representing the family in a short address.

(2) MANAVU TOWNSITE

After the purchase of the holding of Provo City on

Temple Hill and the building of the Maeser Memorial, the idea was conceived by the Alumni Association of laying out a new townsite to the north of Temple Hill campus. Land was purchased from William Brereton, and city lots were platted and offered for sale. The name of the new town was to Manavu (the beautiful), suggested by Professor William H. Chamberlain. A few lots were sold, but usually on the installment plan, and money did not come in fast enough to make the required payments. The Knight Investment Company came to the rescue by making a loan, which bridged over the difficulty temporarily, but only temporarily. At the opening of the year 1923 the obligation to the Knight Investment Company remained unpaid. President Harris suggested to the Executive Committee of the Board of Directors the advisability of the University's taking over the property and assuming the obligation. The suggestion met with the approval of the Executive Committee, and when it was presented to the Alumni Association and the Knight Investment Company, it likewise met approval of these two organizations. The plan was therefore

special grants of the institution for research, Mrs. Sheila E. Lodge representing the Faculty in a short address.

(2) [illegible]

After the questions of the building of Rowe City on

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Sheila Hill and the building of the Sheila Facility, the Board was concerned by the almost immediate of laying out a new borough to the north of Sheila Hill campus. Land was purchased from William Sherwin, and city lots were platted and offered for sale. The sum of the sum town was to square (the results), suggested by Professor William E. Chadwick. A few lots were sold, but usually on his installment plan, and money did not come in fast enough to make the required payments. The Sheila Development Company was in fact wrecked by making a loan, which hedged over the difficulty temporarily, but only temporarily. At the opening of the year 1893 the obligation to the Sheila Development Company remained unpaid. President Davis suggested to the Executive Committee of the Board of Trustees the advisability of the University's taking over the property and assuming the obligation. The suggestion was not at the approved at the Executive Committee, and when it was presented to the Alumni Association and the Sheila Development Company, it likewise met opposed of these two organizations. The plan was therefore

put into effect, those who had purchased lots receiving due consideration.

(2) THE STADIUM

To the University came decided benefit from the transaction; it opened the way to Stadium as well as other campus improvements. The class of 1923 was quick to discern the Stadium possibilities of a site on the west brow of the hill and in the valley beneath, and submitted to the Board of Directors the proposition of making the initial contribution to a stadium fund as a class project. The proffer

was accepted, and the class raised and presented to the University the sum of $330.91. Inspired by the action, the studentbody, which held government bonds purchased during the war made a bond contribution of $1,300.

Other classes followed the example set by the class of 1923. As a result the Board of Trustees felt encouraged, in the fall of 1927, to begin work on the Stadium, Calls for contributions made on the students, citizens of the county, and various corporations met with liberal response. In his report to the Executive Committee of the Board March 23, 1928, President Harris called attention especially to the following contributions: The Columbia Steel Corporation, all the cinders needed for the making of the track, approximately thirty carloads; Denver and Rio Grande Railway Company,

pal into either, since one had provided less scorching for consideration.

(3) THE DRAMATIC

In the University some Bachelor Dramatic Club. The Commission; it opened the way to Drama as well as music Dramatic. The class of 1907 was going to discover his musical possibilities or a kick on the seat layer of the hall and in the waiting Dramatic, and submitted to the Board of Directors the proposition of making the initial production in a studied find as a class product. The question

was accepted, and the class visited and presented to the University the year of 1906-07. Inspired by the action, the athletics, which had presented music produced during the war made a good contribution of $4,000.

Other Chinese Students had accepted not by the class of 1907. As a result the Board of Trustees took cognizance, in the fall of 1907, to begin work on the Building. Calls for subscriptions made to the students, citizens of the country, and various organizations and with Library program. In July report to the Executive Committee at the Board Meeting, 1909, President Harris noted extreme especially to the Building committee. The Chinese Funds Commission, all the money needed for the making of the center, approximately lately authorized Banner and the Chinese Building Company,

hauling the cinders from the steel plant to the Provo Ice plant at one-half the regular price; Knight Coal and Ice Company, hauling the cinders from the ice plant to the track free of charge; William O. Creer, contractor, the use of his teams and equipment for work on the track, charging only the maintenance of the teams and the wages of necessary workmen; male students of the University, two days labor or the equivalent in cash. On Armistice Day, 1928, the American Legion of Provo staged a special celebration, giving the proceeds to the Stadium. These various contributions were supplemented by sale of tickets as follows: Ticket for the first football game in the Stadium, $5; season ticket for one year, $10; season tickets for six years, $50.

(2) STADIUM HOUSE

The building of the Stadium created another need, a Stadium House. President Harris called attention to this

need, especially by the women students, at a meeting of the Executive Committee February 17, 1936. He expressed the opinion that a Stadium House could be built from contributions secured from faculty members, students, alumni, and friends of the institution. The plan was approved by the committee and met with a liberal response. The Stadium House was therefore built, and and on June 9, 1937, President Harris reported that it had been fully paid

(4) <u>Stadium Bowl</u>

The building of the stadium crowded another need, a Stadium Bowl. President Harris called attention to this need, especially by the Homer Anderson, at a meeting of the Association Committee February 17, 1926. He recommended the solution that a stadium Bowl could be built from contributions received from faculty members, students, alumni, and friends of the institution. The plan was approved by the committee and met with a favorable response. The Stadium Bowl was therefore built, and on June 5, 1927, President Harris reported that it had been fully paid

for. The Student Supply Association, under the management of Professor Herald R. Clark, played a major part in the building of the Stadium and the Stadium House.

(2) President's Home

Even before the platting of the Manavu townsite there was one professor who saw the desirability of the locality for residence purposes. Professor Henry Peterson had purchased half an acre of ground a short distance northeast of the Maeser Memorial and had built a house thereon. When he left the University soon thereafter, he sold it to Professor William H. Chamberlain, who in turn disposed of it to Dr. Martin P. Henderson. On Dr. Henderson's death Mrs. Henderson sold it to the University. The location was an ideal one for a home for the President of the University. At the session of the Executive Committee November 5, 1927, it was decided that in order to offer more adequate protection and supervision to the school property on University Hill the house should be converted into a residence for the President of the University. The building was successfully remodeled and enlarged, and became a beautiful and attractive structure. The grounds have been beautified in harmony

therewith. President Franklin S. Harris was the first presiding officer of

for. The Student Dorsal Association, under the management of President Dennis E. Clark, played a major part in the building of the Student and the Italian House.

(2) President's House

Even before the planning of the Student Center was the professor who saw the desirability of the location for residence purposes. Professor Henry Patterson had purchased half-an acre or ground a short distance north-west of the Theory Beneficial and had built a home thereon. Upon his leaving the University some time thereafter, deed to it Professor William E. Cunningham was he then occupied at it to Dr. Martin J. Bonderson. On Dr. Bonderson's death Mrs. Bonderson sold it to the University. The location was an ideal one for a home for the President of the University. At the meeting of the Executive Committee November 9, 1927, it was decided that in order to offer more adequate protection and appreciation to the school property on University Hill the house should be converted into a residence for the President of the University. The building was structurally remodeled and enlarged, and became a beautiful and attractive structure. The grounds have been beautified in keeping

therewith. President Franklin E. Morris was the first occupying officer of

the school to occupy the new home.

Though Manavu townsite did not become an inhabited reality, the name, "Manavu," is preserved in the ward in which the University Hill campus is located.

(2) NATURE'S LABORATORIES

Lecture Ledge is a prominent land mark on the mountain trail running from Aspen Grove to Timpanogos peak. In the early days of the Timpanogos hike, while the number of hikers was comparatively small, it was customary to come to a halt at Lecture Ledge and listen to some scientist tell of the geology, the fauna, or the flora of the region. There were other resting places along the trail where further comments were made. Timpanogos hike was not simply a climb; it was a nature study as well. Out of such a beginning grew the Alpine summer school of the B.Y.U.

(2) ALPINE SUMMER SCHOOL

The first intimation of an Alpine summer school came in a report of President Harris to the Executive Committee at a session held August 15, 1921, in which he stated that the North Fork Investment Company had proffered to the University a tract of land in the North Fork of Provo Canyon, adjoining Aspen Grove, for camping and such other purposes as the school might wish to make of it. The offer was accepted and J. William Knight was appointed to

the school to occupy the new house.

Though Henry Irving did not honour us individual visits, the name, "Lyceum," is preserved in the ward in which the Benevolent Gill Memorial is located.

(2) Mitre's Lunchrooms

Lantern Lodge is a prehistoric land mass on the Australian Shelf covering five square miles to Tingaringa point. In the early days of the Tingaringa Lodge, while the number of Bishops was comparatively small, it was customary to come to a halt at Lantern Lodge and listen to some authentic talk of the geology, the flora, or the fauna of the region. Though many other cracking places along the Coast share further commendations, more than a little was simply a glimpse, it was a welcome study as well. One of such is beginning grow the digital answer school of the N.T.E.

(3) Lyceum Cinema Centre

The first initiation of an digital answer school were in a request of Freshfoot Bowls to the Executive Committee at a meeting held August 12, 1920, in which he stated that the South Pole Investment Company had proffered to the Bowlarmity a tract of land in the Bowls Park of Brown Canyon, adjoining Lupus Grove, for merging and such other purposes as the council might wish to make of it. The offer was accepted and A. Gibbon Knight was appointed to

represent the committee in making a selection of the tract. A selection of ten acres adjacent to Aspen Grove was made and a deed therefor executed by the investment company. The personnel of the company was as follows: John R. Stewart and family;

Scott P. Stewart and family, Joseph Nelson and family, Rose Young Stewart and family, and Melissa R. Stewart, all of Provo. The bequest was gratefully accepted by the Board of Directors.

The first Alpine summer school was held in 1922. In the absence of buildings, army tents were secured for the use of faculty and students.

The success of the Alpine summer school during the first two years made it desirable to secure more ground for the North Fork Campus, and it was decided by the Executive Committee, on recommendation of President Harris, to make application to the Government for the purchase of an additional eighty acres. Such action, however, was not carried through as Utah's representatives in Congress, to whom the matter had been referred, deemed it wiser, "due to peculiar conditions surrounding the question, to lease this land rather than to purchase it." In accordance with this suggestion, President Harris, with the approval of the committee, negotiated with the Forest Service officials for the free lease of approximately eighty acres of land south of Aspen Grove

Gwen F. Stewart and family, George Hilton and family, Dee Young Stewart and family, and Melissa K. Stewart, all of Ilsom. The request was unanimously accepted by the Board of Directors.

The first Algoon summer school was held in 1924. In the absence of "Mistletoe", only levis were required for the use of faculty and students.

The success of the Algoon summer school during the first two years led it inevitable to assume more upkeep for the Delta Tau Chapter, and it was decided by the Executive Committee, on recommendation of President Harris, to make application to the Government for the purchase of an additional eighty acres. Dick Atkins, however, not too crushed through on that's representative in Congress, to whom the matter had been referred, issued it where, "for the peculiar conditions surrounding the question, to leave this last rather than to purchase it." In accordance with the this suggestion, President Harris, with the approval of the committee, negotiated with the Forest Service officials for the five lines of approximately eighty acres on land south of Algoon Creek

for educational purposes. The lease, when it was finally secured after some further negotiations, contained a provision, in accordance with law, for annual renewal.

As the Alpine summer school grew in popularity, buildings were erected at Aspen Grove campus and additional land was purchased. According to a survey made in August 1934, there were twenty frame buildings used as dormitories, kitchen and faculty cottages. In 1937 an additional class room building

was erected. The pioneering in the physical arrangements of the Alpine Campus was done by Professors Clawson Y. Cannon and Herald R. Clark.

Friendly co-operation has been in existence between the University and the Federal Government, some of the buildings being used at times by C.C.C. Camps when not required for summer school. The kitchen-dining hall building was recently destroyed by fire while occupied by the C.C.C. boys, but was rebuilt, with decided improvement.

(2) UTAH LAKE LABORATORY

A new campus was secured on the approval by the Board of the following resolution adopted by the executive committee at a session held December 26, 1927.

> Whereas it will be greatly to the advantage of the Brigham Young University, especially to the departments of botany and zoology, to have proper access to the fauna and flora of Utah Lake, be it resolved by the Board of Trustees that the Brigham

for educational purposes. The issue, when it was finally resolved after some further negotiations, constituted a problem, in accordance with law, for annual renewal.

As the degree issues became more popularly, buildings were erected as degree-giver campus and additional land was purchased. According to a survey made in August 1959, there were twenty three buildings and an dormitories, library and faculty cottages. By 1960 an additional class room building

was erected. The planning is the joint responsibility of the Algiers Campus was done by architects Clarence E. Dawson and Donald E. Clark.

Friendly co-operation has been in existence between the University and the Federal Government, some of the buildings being used on loans by C.C.C. Camps when not required for summer school. The kitchen-dining hall building was recently destroyed by fire while occupied by the C.C.C. boys, but was rebuilt, with decided improvement.

(2) VISA LAWS AMENDMENT

A new course was sanctioned or the approval by the Board of the following resolution adopted by the executive committee at a meeting held December 3rd, 1947.

> Inasmuch it will be greatly to the advantage of the Philippine Young University, especially in the improvement of letters and science, to have proper access to the Union and Place of this Island, we is resolved by the Board of Trustees that the Philippine

Young University enter into an agreement with the officers of Provo City for a long time lease of a certain tract of land bordering the shores of Utah Lake just south of the mouth of Provo River; and the Vice-President of the Board of Directors is hereby authorized to execute such lease on terms that are agreeable and satisfactory to both parties, in behalf of said Board of Directors.

(2) Residence Halls

The securing of suitable board and room accommodations for students coming to Provo to attend school has been a matter of concern since the establishment of the Brigham Young Academy in 1876. At the beginning of the first school year, Harvey H.

Cluff, as treasurer, reported to the Board of Trustees that he had secured boarding places at cheap rates for a number of pupils. So important had this matter become a year later, as reported in the "Enquirer" of November 3, 1877, that Principal Karl G. Maeser at the close of the first quarter of the second academic year, "recommended for the benefit of students from abroad the erection of a boarding house, and stated that until this provision was made, a great many would be deprived of the benefits of a course of studies, who otherwise would be glad to enter."

There was no response to the Principal's suggestion until 1884. At a session of the Board of Trustees, July 11, in that year, a letter was received from David John and Samuel Liddiard, proposing to fit up their new building at the southwest corner of the block at Center and First West streets

Young University minor line in agreement with the officers of Irvine City for a long time lease of a certain tract of land adjoining the shores of Upper Lake, just south of the mouth of Irvine River, and the Vice-President of the Board of Directors is hereby authorized to execute such lease on terms that are agreeable and satisfactory to both parties, in behalf of said Board of Directors.

(3) Stadium Site

The adequacy of athletic fields and room recommendations for stadiums could be found to extend would have been a matter of concern since the establishment of the Eighteen Young Academy in 1871. At the beginning of the first school year, Harvey B.

Clark, in Commencement, reported to the Board of Trustees that he had secured adjoining places in Orange County for a number of people. He inquired had this matter became a year later, as reported in the "Registry" of November 3, 1872, Vice President Hart B. Meaner at the close of the first quarter of the second academic year, "recommended for the benefit of students from distant the condition of a boarding house, and stated that until this provision was made, a great many would be compelled of the benefits of a course of studies, who otherwise would be glad to enter."

There was no response to the President's suggestion until 1884. At a meeting of the Board of Trustees, held in that year, a letter was received from David John and Samuel Lindsay, proposing to gift to Hart was building on the southeast corner of the lands as Center and First Ave. Young University minor line in agreement with the officers of Irvine City for a long time lease of a certain tract of land adjoining the shores of Upper Lake, just south of the mouth of Irvine River, and the Vice-President of the Board of Directors is hereby authorized to execute such lease on terms that are agreeable and satisfactory to both parties, in behalf of said Board of Directors.

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There was no response to the President's suggestion until 1884. At a meeting of the Board of Trustees, held in that year, a letter was received from David John and Samuel Lindsay, proposing to gift to Hart was building on the southeast corner of the lands as Center and First Ave.

"for boarding purposes for pupils." The proposition was favorably considered and was referred to Principal Karl G. Maeser to complete arrangements.

The boarding house seems to have been reasonably successful for a time. The report of the stewart December 31, 1885, for the first two terms of the school year was as follows: receipts, $1,613.20; disbursements, $1,501.50; balance on hand, $111.70; resources included in the above, $329.65.

In her manuscript autobiography, Professor Alice L. Reynolds, who with her sister came to the Academy for the spring quarter in 1886, and was located at the boarding house, writes in a kindly manner concerning the place:

> The boarding house was run by Mrs. Jennie Harrington Tanner, wife of J. M. Tanner. Brother Tanner, who had been a member of the Brigham Young Academy faculty, was then on a mission in Palestine and Europe. In the upper part of the building were the bedrooms. A long room in the front was the study room.
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> The kitchen and the dining room were down stairs. Our room and board cost $2.50 a week, and while I have had many better rooms than the one we had then I have seldom had better board. Mrs. Tanner was a very refined woman; it meant a good deal to be with her.

Soon after this, however, conditions at the boarding house did not seem to be quite so satisfactory. At the session of the Board October 24, 1886, it was ordered that the boarding house be discontinued as soon as the accounts could be satisfactorily settled.

(3) ALLEN HALL

The housing problem having become more acute from year to year, President

"Our boarding-houses are joyful." The proportions are extremely considered and are reduced to Frankfurt Prof. G. Meier's requisite arrangements.

The boarding house seems to have been extremely successful for a time. The report of the chamber December 31, 1905, for the first ten years of the school year has an rationer [illegible], [illegible] distinctness, [illegible] balance on hand, [illegible], resources included in the above, [illegible].

In her memorial autobiography, Professor Alice L. Reynolds, who with her sister came to the Academy for the spring quarter in 1906, and was located at the boarding house, writes in a kindly manner concerning the place:

> The boarding house was run by Mrs. Jessie Burlington Turner, wife of A. R. Turner. Modular Church, who had been a member of the Brighton Young Academy faculty, was then on a sabbatical in Berlin and Europe. In the upper part of the building were the bedrooms. A long room in the front was the study room.
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> The kitchen and the dining room were down stairs. One room had board such for $2.50 a week, and while I have had many better rooms than his was he had then I have seldom had better board. Then, however was a very refined woman; it seems a good deal to be with her.

Some years than, however, conditions at the boarding house did not seem to be quite so satisfactory. At the session of the Board October 24, 1906, it was resolved that the boarding house be discontinued as soon as the accounts could be satisfactorily settled.

(3) ALLEN HALL

The boarding problem during houses case series from year to year, resulting

Harris, in 1937, made plans for the erection of a men's residence hall. The matter was submitted to the Board of Directors July 29, 1937. At that session President Harris presented to the Board a resolution passed by the General Church Board of Education pertaining to the construction and financing of a men's co-operative hall. This resolution favored such a project and approved the plan of financing it by borrowing the amount necessary from the Knight endowment fund, paying therefor interest at the rate of 4 per cent, this loan to be paid by the income from the hall and if necessary from the income of the whole of the Knight Endowment fund. This fund on September 16, 1940, amounted to $217,307,82 with $41,500 in unmatured bonds in addition.

The board approved the proposition, and that it might be legally put into effect, passed a resolution asking the District Court to issue an order permitting the trustees of the Knight endowment fund to lend a portion thereof for the purpose stated. Before the order could be made by the Court, however, it was necessary, according to the provisions of the endowment, that the request be made jointly by the Board of

Directors, the President of the Church, and the trustees of the fund. As President Grant was in Europe, it became necessary to secure his authorization by cable. This done, the trustees of the fund joined in the request, making

Marvin, in 1970, made plans for the operation of a newly mechanized mill. The review was submitted to the Board of Directors July 20, 1970. At this meeting President Marvin presented to the Board a resolution passed by the General Steam Board of Education pertaining to the construction and financing of a new co-operative mill. This resolution covered such a project and approved the plan of financing it by borrowing the amount necessary from the Dairy Extension Fund, paying interest at the rate of 5 per cent, this loan to be paid by the income from the mill and if necessary from the income of the whole of the Dairy Extension Fund. This fund was replenished in 1970, amounted to $107,307.00 also $41,000 is received funds in addition.

The board approved the proposition, and that it might be highly profitable, passed a resolution asking the Interior Board to take an order permitting the erection of the dairy co-operative fund to lend a portion thereof for the proposed starter. Before the order could be made by the Court, however, it was necessary, according to the provisions of the ordinance, that the request be made public by the Board of

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Directors, the President of the Council, and the Trustees of the Fund. As President Grant was in Europe, it became necessary to secure his authorization by cable. This done, the trustees of the fund joined in the request, making

the authorization complete. The request was granted by the District Court.

As President Harris had had the foresight to purchase for the University a number of plots of ground in the neighborhood of the school in anticipation of future needs, a site was easily found. The one selected was midway between the two campuses, the south-east corner of the block intersection of First East and Seventh North Streets. Plans were prepared by Architect Joseph Nelson of Provo.

The structure, to be known as Allen Hall in honor of R. E. and Inez Knight Allen, was completed and ready for occupancy by the opening of the spring quarter, March 21, 1938. It was soon filled to capacity, accommodating 75 students, under the supervision of Dr. and Mrs. H. V. Hoyt.

According to the report of President Harris to the Board of Directors June 8, 1938, the cost of the building and equipment was $75,000 in addition to land and student labor and some of the equipment made in the shops of the University. Sixty thousand dollars of this amound had been amortized over a period of fifteen years. The remaining fifteen thousand dollars of the cost of the building had been borrowed from the University Permanent Endowment Fund on the same terms as that borrowed from the Knight Endowment Fund and had been endorsed by the Executive Committee, President Harris, and the Treasurer of the University.

the maintenance service. The request was granted by the Executive Board.

As President Davis had had the foresight to provide for the University a number of plots of ground in the neighborhood of the school in anticipation of future needs, a site was easily found. The one selected was midway between the two campuses, the south-west corner of the block intersected by First Avenue and Seventh Street Drive. Plans were prepared for Architect Joseph Milnes of Ivory.

The structure, to be known as Milnes Hall in honor of J. A. and Dean Joseph Milnes, was completed and ready for occupancy in the opening of the spring quarter, March 21, 1938. It was soon filled to capacity, necessitating 21 students, under the supervision of Dr. and Mrs. E. P. Hoyt.

According to the report of President Davis to the Board of Trustees June 2, 1939, the cost of the building and equipment was $75,000 in addition to land and already labor and cost of the equipment made in the course of the University. Only financial failure of this account had been avoided over a period of fifteen years. The remaining fifteen thousand dollars of the cost of the building had been borrowed from the University Permanent Endowment Fund or the same fund as that borrowed from the Bridge Laboratory Fund and had been endorsed by the Executive Committee, President Davis, and the Treasurer of the University.

(3) AMANDA KNIGHT HALL

In the light of the success of the Men's hall and the need of making similar accomodations for women, President Harris recommended that steps be taken to secure a like hall for that purpose. He recommended that it be financed in the same way. President Grant and the respective boards gave approval, and the money, $100,000, was secured through court procedure from the Knight Endowment Fund, as had been done in the construction of the men's hall. The amount secured from the endowment fund was supplemented by student labor. The site selected was the north-west corner of the block at the intersection of University Avenue and Eighth North Street. The plans for the hall were prepared by Architect Joseph Nelson.

The building was completed for the spring quarter, 1939, and was given the name of Amanda Knight Hall. Professor Effie Warnick was appointed matron.

(2) THE JOSEPH SMITH BUILDING

The dedication of the Joseph Smith Building on the upper campus of the University on Founder's Day--October 16, 1941--was a significant incident in the history of the school as well as in the history of the Church. For the school it was the realization of a dream of years' standing--the establishment of a religious and social center where the ideals of the prophet Joseph Smith

(5) AMANDA WRIGHT HALL

In the light of the success of the Ruth's hall and her deed of welcome similar accommodation for women, President Smith recommended that steps be taken to secure a like hall for their purpose. The recommendation was concurred in in the same day. Twelfth Census and the Legislature thereof gave approval, and the sum, $100,000, was secured through every prudence from the Ohio Endowment Fund, or had been done in the construction of the hall. The money received from the endowment fund was supplemented by private labor. The site included one the most well-well manor of the school in the Commonwealth of University Avenue and Eighth South Street. The plans of the hall were prepared by Architect Joseph Nelson.

The building was completed for the spring quarter, 1909, and was given the name of Amanda Wright Hall. President Smith himself was appointed matron.

(6) THE STUDENT WELFARE BUREAUX

The activities of the college years initiated in the upper rooms of the University on Monday's Day-October 31, 1911-was a successful beginning in the history of the school as well as in the history of the Church. For the school it was the realization of a dream of years' planning-the establishment of a religious and social center-where the needs of the younger Church

could be made to function more completely in the lives of the students. For the Church it was an occasion of showing honor to the great dispensator whose name the building bears, and also a demonstration of what could be accomplished by united effort under the newly inaugurated Church Welfare plan.

In a prefatory note to a souvenir issued on the occasion, President F.S. Harris commented on the importance of the event as follows:

> The growth of institutions such as Brigham Young University is frequently characterized by distinct epochs. Lewis Hall, the old warehouse, andRoom D each had its day as a meeting place for students. Then came more spacious College Hall, which served as auditorium for nearly forty years. Each marked an epoch of growth; each has left sacred memories with those who listened and worshipped within its hallowed walls. Alumni of each epoch will testify that the spirit of the prophet founder and the inspired first teacher has continued to permeate the school no matter how humble or how elegant have been the housing facilities.
>
> With the rapid growth of the student body during recent years, College Hall, which had served so well and so long, became inadequate as a general meeting place. Less than a third of the students could be seated in it at a time. Thus the majority were denied much of the very things that make Brigham Young University unique. Students coming from far away primarily to secure the spiritual advantages of the institution were able to obtain these advantages only in part.
>
> When this problem was made clear to the Board of Directors of the University and the Authorities of the Church, they sought to solve it. Their efforts bore fruit in this magnificent structure appropriately named in honor of the founder of the Church. Here many deficiendes of recent years will be remedied, and the University will enter a new era of enlarged spiritual service.
>
> All friends of the youth of Zion will rejoice in the completion of this temple of learning which is to serve as a religious and recreational center for unnumbered generations of students who will gather from many lands.

The matter of erecting the building was first broached in 1937, but no action was taken. About two years later, however, when the matter was brought

would be made to function more completely in the lives of the students. For

the Church it was an exercise of minding humbly to the great dispensation whose

name the building bears, and also a demonstration of what could be accomplished

by united efforts under the newly inaugurated Church building plan.

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In a particular note to a directory issued on the occasion, President J.S.

Burgin commented on the importance of the event as follows:

> The growth of institutions such as Brigham Young University is frequently encouraged by distinct episodes. Lately Salt, the old westerner, suggested I mark the day as a working plan for students. Then came more spacious College Hall, which served in substance for nearly forty years. Each marked an epoch of growth much has happened since November with those who listened and participated within its hallowed walls. Almost of each epoch will testify that the spirit of the prophet Brooker and the inspired first Elders has continued to promote the school so surface the health or the elegant home the healing facilities.
>
> With the rapid growth of the student body during recent years, College Hall, which had served so well and so long, became inadequate as a general meeting place. Less than a total of the students could be seated in it at a time. Thus the majority were denied each of the very things that make Brigham Young University unique. Students coming from far away primarily to secure the spiritual advantages of the institution were risk to obtain these advantages only in part.
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> When this problem was well nigh to the Board of Directors of the University and the Authorities of the Church, they sought to solve it. Their efforts have fruit in this magnificent structure appropriately named in honor of the Founder of the Church. Here long hallowed of years past will be remembered, and the University will enjoy a new era of enlarged spiritual service.
>
> All friends of the youth of Zion will rejoice in the inspiration of this temple of learning which is to serve as a religious and educational center for the unmatched production of students who will glorify Zion many fold.

The matter of erecting the building was first broached in 1927, but in

action was taken. Almost two years later, however, when the action was brought

to the attention of the authorities of the Church by Dr. Franklin L. West, Church Commissioner of Education, such progress had been made in the Church Welfare plan that it was thought to be feasible to erect the building under the auspices of this new organization. After a conference with Harold B. Lee, managing director of the Church Welfare program, it was decided to make the erection of the building a major project under the

East Central Utah Welfare District, which included twelve stakes, viz: Alpine, Timpanogas, Sharon, Lehi, Provo, Utah, Kolob, Palmyra, Nebo, Tintic-Santaquin, Emery, and Carbon.

Dean Herald R. Clark and Professors J. Wyley Sessions and William H. Snell were appointed in connection with the erection of the building. Fred Markham was selected as the architect.

The Brigham Young University committee and the presidents of some of the stakes near Provo representing the district met with the Church Welfare Committee in the office of the managing director, Harold B. Lee. These combined groups formulated definite plans for carrying out the project. William E. Ryberg was selected by the First Presidency of the Church to ast with Director Lee as Business agent. There two supervised the financial part of the program. President Clifford Young, head of the Central Utah WelfareDistrict; President A. Carlos

to the attention of the subscribers of the Church by Dr. Franklin L. Ward, Church Commissioner of Education, such progress had been made in the church related plan that it was thought to be possible to start the building under the auspices of this new organization. After a conference with David H. Lee, managing director of the church building program, it was decided to take the services of the building a major project under the

that Central Park Methodist Church included twelve students, viz. Lipsey, Thompson, Gibson, Lee, Evans, Ward, Kirk, Fulgham, Long, Fitzhugh-Gonzalez, Berry, and Gordon.

Dean Harold F. Ward and Professor J. Ogden Hamilton and William H. Smith were appointed in connection with the operation of the building. Ward Hamilton was selected as the architect.

The Building Long Minimally committee and the preliminary of-work of the studies were formally representing the District was with the Church Building Committee in the office of the managing director, Harold H. Lee. Three committees groups formulated definite plans for carrying out the project. William H. Fleming was selected by the Plans Committee of the Church to act this District Lee as Business agent. Then the appointed the financial part of the program. President Clifford Young, head of the Society that subscribed: President A. Gordon

Schow of Lehi Stake; President J. Emmett Bird of Kolob Stake; and Ole E. Olson, Jr., work Director of the welfare district, cooperated with the University Committee and arranged forthe labor to contruct the building. Lucius Laudie, member of the Regional Welfare Committee, the bishops of wards in the region, and also the ward and stake work directors aided in the work.

Plans and estimates were completed by August, 1939. Late in that month these were finally approved by the authorities of the Church, and construction was authorized. Howard J. McKean was appointed superindendent of construction to work with Director Lee and the committees. The Central Welfare organization set up offices and machinery for labor, and finally in September, constructon began. It progressed

rapidly because of the splendid co-operation of the various committees.

W. Lester Mangum, who had been selected to serve as time-keeper and cost accountant, gave excellent service. Through the loyalty and personal interest of the individuals and committees constituting the complex labor set-up, there was never a break in the work from the beginning to the completion of the project. When the ward supply of labor was insufficient the men students of Brigham Young University stepped in with their work contribution. Almost every man in the institution gave at least one day of work.

Facilities and provided further labor to construct the building. Lastly Sandra, author of the Highland Native Americans, the History of Work in the Region, and also the work and other work directors added in the work.

Plans and sections were completed by August, 1970. Late in that month these were finally approved by the authorities of the Tribes, and construction was initiated. Daniel L. Mahoney was appointed superintendent of construction to work with Director Lux and the committee. The General Welfare Organization set up offices and headquarters for labor, and finally in September, construction began. In progress.

rapidly because of the splendid co-operation of the various committees.

R. Lucius Morgan, who had been selected to serve as Site-Keeper and also accountant, gave essential service. Though the legally and personal involvement of the Laylandsis and Smarts Lodge maintaining the complete labor pool, there was never a hitch in the work from the beginning to the completion of the project. When the need supply of labor was transferred was an element of Tribal Government stepped in with their work commitment. Above every one in the Institution gave of labor and day of work.

Donations totalling $3,000 were given by business men of Provo, solicited by a Chamber of Commerce committee headed by Victor J. Bird, and a thousand dollars was contributed by the graduating class of 1939. Contributions resulting from a special fast day also helped build the structure. Special credit is due Burt Russell for his able foremanship. In spite of the fact that the building was erected very largely by unskilled laborers, he made of it a job worthy of the best contractors.

Many interesting details might be told of the project. For example, 700,000 bricks from the old Lehi Sugar factory were cleaned by some of the very masons who had laid them in the original structure, and placed by the same hands, now fifty years older, in the walls of this new building.

The assembly hall of the new building was filled to capacity for the dedicatory services. The principal address was delivered by President David O. McKay of the First Presidency of the Church. His theme was "Joseph Smith as Prophet, Seer,

and Revelator." Other speakers were Elder Joseph Fielding Smith, Church Historian and member of the Counsil of Twelve Apostles, who spoke on the subject, "Historical Background of Joseph Smith" and Dr. Franklin S. Harris, President of the University, who made a statement regarding the erection of the building. The dedicatory prayer was offered by President McKay. The

Generous donations totaling $1,000 were given by business men of Provo, solicited by a Chamber of Commerce committee headed by Victor J. Blue, and a thousand dollars was contributed by the graduating class of 1929. Contributions resulting from a special fund drive also helped build the structure. Special credit is due Burt Brossell for his able direction. In spite of the fact that the building was erected very largely by unskilled labor, it ranks as it is a job worthy of the best architects.

Many interesting details might be told of the project. For example, 300,000 bricks from the old Utah Copper factory were cleaned by hand of the very mortar the had laid them in the original structure, and placed by the same hands, now fifty years older, in the walls of this new building.

The assembly hall of the new building was filled to capacity for the dedicatory services. The principal address was delivered by President Orvin G. Haley of the Plant Pathology of the College. His theme was "Sample Rules as Employer, Know,

Like

and Execution." Other speakers were Elder George Albert Smith, President Stephen L. Richards and member of the Council of Twelve Apostles, who spoke on the subject, "Historical Development of Sample Rules" and Dr. Franklin S. Harris, President of the University, who made a statement regarding the structure of the building. The dedicatory prayer was offered by President Harris. The

singing under the direction of Dr. Florence Madsen and Dr. Franklin Madsen, consisted of selections pertaining to the life and teachings of the Prophet Joseph Smith.

(2) WAR EMERGENCY HOUSING

The establishing of war industries in Utah County in 1942 brought many workers and their families to Provo and vicinity, creating a dearth of housing facilities for students at the opening of the school year 1942-43. Under these circumstances, it became necessary to secure a number of temporary dormitories for the school.

Historic Room D. in the Education building, used consecutively in the past as assembly hall and social center, library and study hall, and museum and art gallery, was now transformed into a coed dormitory. As the war industries had absorbed ordinary available labor, it became necessary for members of the faculty, under the direction of Dr. GeORge H. Hansen and Professor B. F. Larsen to don overalls and wield saw and hammer. Added to Room D were the women's lounge and several class rooms and offices, providing comfortable quarters for a hundred young women. Mrs. Harrison R. Merrill, assisted by Professors May Billings and Irene D. Barlow and Dean Nettie Neff Smart, was put in charge of the dormitory.

The Third Ward Amusement Hall and Gymnasium was brought into use as a

staying under the direction of Dr. Thurston Bennet and Dr. Prudhis Hodges, versatile of volunteers providing in the life and teachings of the Prophet Jesus Christ.

(2) [illegible]

The establishing of her laboratory in this theory is that through [illegible] and their results by first-hand statistic, creating a basis of [illegible] facilities for students at the opening of the school year 1[illegible]. Under these circumstances, it became necessary to secure a number of temporary structures for the school.

Kimberly Rose H. in the Education building, used considerably in the [illegible] to extended hall and course [illegible], library and study hall, but because [illegible] gallery, she was transformed into a used laboratory. In the [illegible] laboratory had observed difficulty available labor, it became necessary [illegible] of the faculty, under the direction of Dr. [illegible] H. Brown and [illegible] H. Brown to the [illegible] and which are not [illegible]. Added to [illegible] the woman's lounge and [illegible] class room and office, providing [illegible] for a [illegible] group [illegible]. Mrs. Charlene H. Harris, assisted by professors Eli Billings and [illegible] L. Burke and [illegible] Harris, was put in charge of the dormitory.

The third hard [illegible] that was [illegible] was [illegible] in a

dormitory for young men, with the permission and co-operation of Bishop Arthur D. Taylor. Plans were prepared by Architect Claude Ashworth, and construction was under the supervision of Professor W. H. Snell. The management will be

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by ProfesorC. H. Hart, who will be assisted by Deans Christen Jensen and Herald R. Clark.

A third unit, a residence at the intersection of Third North and First East Streets, was converted into a women's co-operative dormitory. Under the supervision of the dean of women and the home economics department, it was made to serve as a training cottage in domestic science. There were accommodations for sixteen girls.

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(1) VIII

(1) THE UNIVERSITY LIBRARY

(2) THE MAESER ADMINISTRATION, 1876 - 1892

The importance of a library to scholarship has been recognized from the beginning of the institution. Principal Maeser had been trained in the German universities, where the library department ranked among the more importann divisions of the schools. In his first report, after mentioning the Primary, Intermediate, Grammar and Normal departments, and the Theology, Choir, and German classes, he refers to the library, which he says, "has received quite

Residency for young men, with the particular and co-operation of Sidney Arthur B. Taylor. Plans were prepared by Architect Claude Bellamy, and construction was under the supervision of Professor W. E. Small. The management will be in Professor. E. Ewart, who will be assisted by Miss Charlotte Jackson and Harold E. Clark.

A sixty unit, a modification on the innovation of Delta Sigma and Tau Beta Sigma, was converted into a women's co-operative dormitory. Under the supervision of the dean of women and the home economics department, it was made to serve as a training center in domestic science. There were accommodations for sixteen girls.

(I) VIII

(I) THE UNIVERSITY LIBRARY

(S) THE MODERN ADMINISTRATION, 1915 - 1932

The importance of a library to scholarship has been recognized from the beginning of the institution. Principal donors had been invited in the Eleven anniversaries, where the library department issued among the many improvements of the academia. In the final report, after enumerating the Primary, Secondary, Science and Normal departments, and the Training, Music, and Business classes, he refers to the library, which he says, "has received quite

an encouraging start by having the privilege of placing the books of the Provo City Library upon its shelves." This city library had its origin in early pioneer days and was held by an association which circulated the books among its members and also sponsored public lectures.

Not satisfied with this beginning, perhaps 150 columes, he pleaded in this first report for an encyclopedia and the standard Church works "necessary for references in this the leading educational institution of the Church." Such additions had to come by contributions, since the institution was on a veyy uncertain financial foundation.

The report in January, 1877, shows that he had secured "through the kindness of Bishop Cluff, Chamber's Encyclopedia." But the religious works, which he desired so much, do not appear on the early records. It is probably, therefore, that the church works and the needed professional school books were such as were purchased by the teachers themselves. The housing of the library was in the administrative office.

Since much of the early school work was of an elementary nature, similar to that now given in the grades and high schools, the teaching was mostly from text books, and the call for scholarly reference works was probably confined to the teachers and a relatively few students. This condition was

so commonplace about it having been privileged to provide the tools of our

[illegible] this history upon its shoulders." Does this history that the nation is

really placed more than has been held up on examination which circumstances can

break among the students and also questioned public lessons.

This associated with this hypothesis, perhaps the minimum, is phrased in

this clear terms for an inequitable and the standard theory which

"necessary for behaviours to this the leading educational institutions or

the classes." Most institutions had to some in-centralization, since the

institution was an a very centralized financial facilities.

The papers in Chicago, 1977, where that he had written "through the

[illegible] of living clear; Chicago's inequitable." But the religious works,

which is desired to such, do not appear as the early records. It is probably

therefore, that the school which had the middle professional school focus

have such as were produced by the teaching observers. The housing of the

[illegible] was in the administrative office.

IV

Since much of the early school work was of an elementary nature, studies

in that age given in the grades and high schools, the teaching was mostly

from text books, and the call for additional reference books was probably

confined to the teachers and a relatively few students. This condition was

not peculiar to the B.Y.U., but was general for the whole country. The University of Utah, a very wealthy institution as compared with the "Y", had in its 25 years of existence, to 1876, accumulated only 2500 books.

During the principalship of Karl G. Maeser, the financial resources of the school were so inadequate that even the meagre salaries of the teachers and the necessary equipment and maintenance costs left nothing for the purchase of books for many years. In fact, the very existence of the institution was in doubt at times. Gifts were the only hope for building a library, and the people of Utah were then just beginning to emerge from the hard pioneering times with but little money for the purchase of books. The few books in private homes were prized and not readily given as contributions.

Under these conditions, Principal Maeser, in 1877, communicated with Honorable George Q. Cannon, our Utah delegate to Congress, and as a result, the library began to receive documents from the Department of the Interior. These documents included reports on Education, Indian Affairs, public lands, geological surveys, etc. They were rich in descriptions of all phases of the Western lands. An attempt was also made to raise money for the library by entertainments. The library still has a little leaflet, signed by Karl G. Maeser, announcing such an entertainment.

was peculiar to the S.L.C., but was general for the whole country. The University of Texas, a very wealthy institution as compared with the "C", had in its 40 years of existence, in 1871, accumulated only 2000 books.

During the presidentship of John G. Harper, the financial resources of the school were so inadequate that even the meager salaries of the teachers and the necessary expenses and maintenance could hardly meet for the purchase of books for many years. In fact, the very existence of the institution was in doubt at times. Girls were the only hope for building a library, and the people of Texas were then just beginning to emerge from the hard pioneering times with too little money for the purchase of books. The fair voices in galaxy house were joined and are usually given as contributors.

Under these conditions, Principal Spencer, in 1871, commissioned Mr. Donnelle Bacon to Boston, our book dealers to Chicago, and in a week, the library began to receive discounts from the Governors of the Union. These discounts included reports on Education, Indian Affairs, public lands, geological surveys, etc. They were sent to descriptions of all phases of the Western lands. As always was also made to raise money for the library by entertainment. The library still has a little Jewelry, signed by Lord G. Bacon, commenting upon an entertainment.

The first mention found of a librarian in charge of the books is in the circular announcing the fourth academic year 1879-1880, stating that "Brother Mayhew Dally, our librarian, has placed on the table the complete catalogue of all books and magazines in our library, arranged very systematically, involving an immense amount of labor; he likewise has arranged an order book--for the purpose of controlling the books of the library. There are now 500 books, 158 copies of magazines in the library. I would suggest to the Board to subscribe for the Juvenile Instructor in addition to the Deseret News."

The following is a tabulation of the early Library reports:

Year	Term	Books at Beginning	End	Periodicals at Beginning	End	Librarian
1879-80	all		500		158	Mayhew Dalley
1886	2d.	670	694	116	124	Ferdinand Lara
1886	3d.	698	724	126	137	" "
1886	4th	731	748	139	149	" "
1887	1st	475	496	469	492	Willard Done
1887	2nd	496	505	295	303	" "
1888	1st	514	538	245	254	Emil Isgreen
1888	2nd	538	550	254	268	" "
1889	1st	549	549	225	235	Hyrum A. Anderson

In the reports from 1886 onward, there was a careful tabulation of each book, pamphlet and periodical received in a given week of the term.

The list of librarians in the above table shows them all to have been

The first meeting found of a librarian in charge of the books is in the minutes commencing the fourth academic year 1873-1874, stating that "Professor Hopkins Smith, our librarian, has placed on the table the complete catalogue of all books and magazines in our library, arranged very alphabetically, involving an immense amount of labor; the library has attempted in under book-for the purpose of constituting the basis of the library. There are now 320 books, 150 copies of magazines in the library. I would suggest to the Board to remunerate for the [illegible] in addition to the [illegible]."

The following is a tabulation of the early library reports:

Year	Term	Books at Beginning	Add	Periodicals at Beginning	Add	Librarian
[illegible]	all	[illegible]	[illegible]		1[illegible]	[illegible] Smith
[illegible]	[illegible]	1[illegible]	[illegible]	11[illegible]	1[illegible]	[illegible]
1880	[illegible]	[illegible]	[illegible]	[illegible]	1[illegible]	- -
1880	[illegible]	1[illegible]	[illegible]	1[illegible]	1[illegible]	- -
1881	1st	1[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
1881	2nd	[illegible]	[illegible]	[illegible]	[illegible]	- -
1882	1st	1[illegible]	[illegible]	[illegible]	2[illegible]	[illegible]
1882	2nd	2[illegible]	[illegible]	1[illegible]	[illegible]	- -
1883	1st	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

In the reports from 1883 onward, there has a selected tabulation of each [illegible], periodical and periodical received in a given week of the term.

The list of librarians in the above table shows that all is here [illegible]

regular teachers. They were in charge of the books, and had to keep library records, but this was a minor part of their work.

At the time of the fire in 1884 most of the books were removed, the Library report of 1886 showing an increase of 170 books over the last number mentioned in the Lewis Building.

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Toward the end of the Maeser period there was more money to be spent for books and magazines. A student publication, THE NORMAL, in its issue of November 13, 1891, contains the following item, "What we need now is more books for the Library." A few weeks later another writer says, "With the Normal exchanges and publications coming to the Normal Library, the students of this department have plenty of reading matter." The same issue says, "There is a scheme on foot to increase of number of books in the library. Many prominent citizens of Provo have kindly consented to loan the Academy a number of books; three or four hundred volumes will be procured by this means. All ffiends of the Academy will have the privilege of donating a volume or more to the Library, and the names of the doners will be placed on the official records." The conclusion of a note on maintaining order in the library says, "The library is a room dedicated for study, and when students enter there it should be for the purpose of studying."

[illegible] vandalism. Stay away in danger of the books, and led to many library [illegible], but there was a minor part of their work.

As the size of the film in 1969 some of the books were removed, the library report of 2000 showing no increase of 1?? books over the last number mentioned in the Lewis Building.

[illegible]

Toward the end of the Bunker period there was more money to be spent for books and magazines. A student publication, THE MEMORY, in the issue of November 13, 1969, endorsing the Publication item, "What we need most is more books for the library." A few weeks later another writer says, "With the Russel controversy and politicians vowing to ruin Russel Library, the students of this department have plenty of reading matter." The same paper says, "There is a release on funds for increased of number of books in the library. Many professors criticism of there been highly commended to turn the funding a number of books, three or four hundred volumes will be purchased by this means. All friends of the Library will have the privilege of donating a volume or more to the library, and the name of the donors will be placed on the artistic vehicle." The association of a note on introducing under in the library says, "The library is a room designed for study, and when students enter there it should be for the purpose of studying."

The final library report during this period was written April 27, 1892, and states that it was then in a new building, completed in 1891. It had at the end of 1891, 1001 books and 573 pamphlets. During 1891, 70 bound volumes and 85 pamphlets were received; of the budget of $118, $100 had been expended.

An indication of a new attitude toward the library is seen in the inclusion of this item as part of the school catalog for the year 1891-92, where we read: "The library contains an excellent collection of works on the theory and practice of teaching, methods of instruction, school management psychology, logic, history of education, science, literature and miscellaneous reading. Several of the best educational

journals and the principal local papers are on the tables. Students have free access to the library, subject only to necessary regualtions."

The records are too incomplete and the memories of the former students too vague to say much more about the Library of this administration. It was, no doubt, as serviceable a library as could be expected under the adverse financial conditions. A maximum use was made of available free literature, and attempts were made to secure special funds for purchasing books and magazines. It is not known whether there had been money set aside by the Academy for the library previous to 1891, but the subscription for a few magazines previously

The final library report during this period was written April 27, 1952, and shows that it was then in a new facility, completed in 1951. It had at the end of 1950, 1,001 books and 371 pamphlets. During 1950, 70 bound volumes and 83 pamphlets were received, at the budget of $110, $100 had been expended.

An indication of a new attitude toward the library is seen in the inclusion of this item as part of the school budget for the year 1951-52, shown as read: "The library contains 40 magazines subscribed to weekly on the theory and practice of education, methods of instruction, school management, psychology, logic, history of education, science, literature and miscellaneous reading. Several of the best educational

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journals and the principal local papers are on the tables. Students have free access to the library, subject only to necessary regulations."

The records are too incomplete and the sources of the income elements too vague to say much more about the finance of this administration. It was, as stated, an enrichment a library as could be expected under the adverse financial conditions. A modest sum was made of available from literature, and attempts were made to secure special funds for purchasing books and magazines. It is too soon whether there had been money set aside by the teachers for the library previous to 1950, but the subscription for 4 the magazines previously

makes this probable. There is no record showing to what extent the books and pamphlets were used. The teachers probably made extensive use of the books and magazines, and the students a somewhat more limited use.

(2) CLUFF ADMINISTRATION, 1892-1903

The vital importance of the Academy had been established before this period began. Many of the former students were holding responsible positions as teachers, business men, and active Church workers. The institution was sending workers throughout the Church, giving lectures, organizing schools and libraries, and otherwise promoting the cultural and religious welfare of the Latter-day Saints.

This demonstration of the vitality of the school had brought to it many enthusiastic friends of influence, who made manifest to the Church the desirability of giving the school financial aid. As a result of this, there were more funds for the library, and it began to function more efficiently than in the past.

Added to this betterment in the financial condition, there was a change in the attitude of the people toward libraries. Education was being more strongly advocated, and the M.I.A. as well as other organizations were stressing public libraries for every town in the state. Several of the B.Y.U. teachers were among those who helped organize library boards in the towns of Utah County

make this possible. There is no reason why we should not have the finest and most up-to-date. The business probably would substantially pay for the total, and meanwhile a monthly rate limited use.

(2) OTHER AMENDMENTS, 1952-1960

The vital importance of the Academy has been emphasized before this period began. Many of the former students were holding responsible positions in industry, business and, and public school systems. The institution was doing various things for them, giving instruction, regulating schools and libraries, and otherwise promoting the cultural and religious welfare of the latter-day Saints.

This demonstration of the vitality of the school had brought to it many enthusiastic friends of influence, who took occasion to the School the desirability of giving the school financial aid. As a result of this, there were some funds for the library, and it began to function more efficiently than in the past.

In

addition to this betterment in the financial condition, there was a change in the attitude of the people toward libraries. Schools was being more strongly advocated, and the P.T.A. as well as other organizations were urging public libraries for every town in the state. Several of the P.T.A. members were among those who helped organize library boards in the towns of Iona County

and else where during the 1880's. This helped to bring about a more scholarly attitude by students, and increased the demand for more and better books and magazines.

A further inducement to build up a good, well-managed library was the adequate room provided by the new Education Building for the storage of books, and a reading room and an office for the proper care of the library equipment. True, this was all in one single room, that now lies between Room D and the Ladies Lounge Room, but it was well adapted for its purpose. THE NORMAL gives the following description of the library in 1894: "Since the recent donation by the Women's Clubs of Provo, the library, with its neat carpet, stained borders, new chairs, tables, delicate curtains, pictures, busts, addition of books, etc., together with the orderly and systematic management, is recognized as the most delightful room in the Academy."

Such a room with the shelves only partly filled was an inducement to start book drives to finish filling the shelves. There were several attempts, withvarying success, to secure free books. Among them was the book concert given in the Utah Stake Tabernacle. The fine chorus, with its unusual number of good soloists, made a strong appeal. The drive was for Church works, the admission being a book, preferably of

had also added during the 1960's. This helped to bring about a more consistent attitude by students, and increased the demand for more and better books and magazines.

A further improvement he hoped to see, which managed library was adequate was provided by the new Education Building for the college of Omaha, and a reading room was set up within the proper care of the library department. Then, this was all in one single room, that was like between Dean's and the Dallas Design Room, but it was well adapted for its purpose. The SEMPER gives the following description of the library in 1969: "Here are present furnishings by the Jewett's Class of Fremy, the library, with its new carpet, stained boxes, new chairs, tables, delicate curtains, pictures, lovely modifications of books, etc., together with the orderly and systematic management, is recognized as the most delightful room in the Academy."

Even a room with the existence only partly filled was an improvement to what book drives to finish filling the shelves. There were several changes, attributing success, to answer free books. Among those was the book donation given in the Ann Anne Tabernacle. The fine donors, with its general income of good salaries, made a strong appeal. The drive was for Chorus books, the education being a book, preferably of

a religious nature. More than four hundred volumes were received in this one drive. This also had the effect of making the public conscious that the B.Y.U. was building a well-cared-for library, and many books were later contributed as a direct result of this concert.

At about the same time, 1896, there were also drives by the classes in the Academy, each in a special field. The Class of 1897 specialized in philosophy; that of 1898, theology; 1900, general literature; 1902, history; 1903, science; 1904, pedagogy; 1905, American antiquities; the Commercial graduates, economics and sociology. Some of these drives were very successful, while others were more lax and did not produce the books anticipated.

Subscriptions to a number of periodicals were secured by an exchange of the Normal and Business Journal for periodicals of other schools and for some commercial magazines.

The condition of the Library during the school year 1897-98 as given in the school catalog is as follows:

> The library consists of 4,000 bound volumes and about 3,500 pamphlets and chatts. These books have been selected with special reference to the needs of the school, and comprise works on general literature, science, art, philosophy, psychology, and pedagogy, as well as reports of the Bureau of Education (U.S.), reports of state superintendents of schools.... and the government reports of the geological and geodetic surveys. The theological library is a leading feature. Here are to be found the standard works of the Church as well as those of many sectarian denominations, the idea being to make the standard works of all the religious denominations accessible to our students.
>
> All books in the library are for the use of the students and faculty. Strict rules and regulations, however, govern this use, in order that loss

a religious nature. Even then their bounded volumes were regarded in this one

action. This also had the effect of making the public recognize that the L.C.L.

was building a well-rounded library, and many looked upon their activities

as a direct result of this measure.

At about the same time, 1898, there were also drives by the clergy in

the Academy, such is a special field. The Class of 1897 specialized in philo-

sophy; Class of 1898, chemistry 1900, general literature; 1902, history 1904,

science 1906, pedagogy; 1908, business activities; the Commercial Academy,

commerce and economics. Some of these courses were very successful, while

others were more lax and did not produce the desired results.

Subscriptions to a number of periodicals was secured by an exchange of

the Sacred and Profane Journal for periodicals of other schools and for some

commercial magazines.

The condition of the library during the second year 1897-98 as given in

the annual catalog is as follows:

> The library consists of 6,000 bound volumes and about 3,500 pamphlets and books. These have been selected with special reference to the needs of the school, and comprise works on general literature, science, philosophy, psychology, and pedagogy, as well as those of the Bureau of Education (U.S.), reports of state superintendents of schools, and the proceedings of the pedagogical and geneaic societies. The theological library is a lending feature. Here are to be found the standard works of the church in well to those of any sectarian denomination, the idea being to make the students acquainted with all the religious denominations accessible to our students.
>
> All books in the library are for the use of the students and faculty. Strict rules and regulations, however, govern this use, in order that loss

or destruction of books may be avoided. The applicant for a book signs a request stating the title, volume and shelf number, which request is kept until the book is returned. No book must be kept out of the library over night; no book must be taken out of the study room. Under certain regulations, to be given on application, the public may have access to the library.

To the student of today these regulations seem unnecessarily strict, since they limit the use of the books to the interclass periods and Saturdays, with no home use. This, however, was in keeping with the philosophy of library regulations prevalent throughout the country at that time, and was no reflection on the attitude of the Academy toward its students and the public.

The library at that time subscribed for seven periodicals: Cosmopolitan, Educational Review, Forum, Intelligence, Journal of Education, McClures, and Psychological Review. The contributed magazines were Current Literature, Harpers, Irrigation Age, Kindergarten News, The New Crusade, Over Land and Sea, (German), Phonographic World, Students Journal (New York), U. of Utah Chronicle, and Western Penman (Iowa), and the L.D. S. Church auxilliary magazines. The Academy was apparently not able to afford binding for periodicals, and as a result only two or three of these have been preserved to the present. Except perhaps for a few scattered issues of the Deseret News, daily, and a set of the Deseret Weekly none of the 26 Utah and Idaho newspapers taken regularly at that time have survived.

In the student of today these regulations seem unnecessarily strict, since they limit the use of the books to the behavioral patterns and literature, which no longer exist. This, however, was in keeping with the philosophy of library regulations generally throughout the country at that time, and was no reflection on the attitude of the American Library Association toward its students and the public.

The library at that time subscribed for seven periodicals: *Geographical Review*, *Science*, *Textile Journal*, *Journal of Education*, *Outlook*, and *Psychological Review*. The contributed magazines were *Current Literature*, *Harper's*, *Irrigation Age*, *Electrician Elec. Rev. Chronicle*, *Gas Land and Gas Engineer*, *Correspondence Quil*, *Electric Journal* (New York), *U. of Ill. Chronicle*, and *Science Teacher* (New), and the *L.L.U. Chron.* military magazines. The student was apparently not able to afford binding for periodicals, and so a result only two or three of these have been preserved to the present. Except perhaps for a few scattered issues of the *Journal Educ.* daily, and a set of the *Psychol. Review* were of the 20 that did have and those complete have regularly at the time have survived.

Because of the incompleteness of the records, it is not possible to give as satisfactory a report of this period as might be desired. The annual Catalog mentions Wilford M. McKendrick as the Librarian in 1891-93 and again from 1897-99, but whether he held this position during all of the intervening years is not known. Lottie Rowntree (Hunter) who was assistant librarian in 1893-94, in answer to a letter addressed to her in 1940 says she thinks Milton H. Hardy was librarian while she was here. She recalls accessioning many books, both new and second hand, but the books of the librarian of this

period have not been found. The Normal of May 1, 1894 speaks of Miss Rowntree as "our esteemed, efficient and faithful assistant-librarian" who was "an able officer and faithful worker." McKendrick was an assistant in mathematics, and the library was not yet able to boast of a full-time librarian. The BUSINESS JOURNAL of January 15, 1892 says: "Librarian McKendrick was busily engaged last week in arranging the books in their new quarters," and adds with an attemptat humor, "the musty volumes of congressional documents were carefully stored away on the top shelves where they wouldn't be in the way."

Toward the close of the Cluff administration two additional librarians were in charge: Alfred Saxey, 1899-1900, and George M. Cope, 1900-1905. Saxey is the first librarian without a teaching assignment; Cope taught

Because of his theoretical-mess of the records, it is not possible to give an satisfactory a report of his period as night be Medical. The annual Dividing sessions editors R. Mudbrarian as the librarian in 1921-22 and again from 1931-33, but whether he held this position during all of the intervening years is not known. Julia Hawkins (Bacon) who was assistant librarian in 1924-26, is answer to a letter addressed to her in 1940 says she thinks Edith E. Hardy was librarian while she was here. She recalls administering many books, but was not annual head, but the books of the librarian of this period have not been found. The Manual of May 1, 1924 speaks of Miss Hardyman as "her assessed, efficient and faithful assistant-librarian" who was "an able officer and faithful worker." Mudbrarian was an assistant in entomology, and the library was not yet able to boast of a full-time librarian. The Medical Annual of January 13, 1925 says: "Librarian Mudbrarian was busily occupied last week in arranging the books in their new quarters." was also also an attached house, "the nearly volumes of non-medical literature were carefully stored away on the top stories where they wouldn't be in the way."

Among the clubs of the Staff association has additional librarian were in charge: Alfred Abney, 1917-1920, and George H. Sage, 1920-1923. Abney is the first librarian without a teaching assignment; Sage brought

foreign languages. The library was at that time approaching 7,000 bound volumes, besides a large collection of pamphlets, maps, and unaccessioned government volumes. A full-time librarian was beginning to be needed. With the exception of O. W. Andelin of the next period all the rest of the librarians devoted all of their time to the library.

A notable improvement in library service undoubtedly resulted from the appointment of assistants who cared for the library while the librarian was teaching his classes. Following Miss Rowntree as assistant librarian, we know of none until Emma Simmonds, who was assistant from 1900-1906. The first accession book which is still preserved is largely in the writing of Mrs. Simmonds. It was a classified entry book with space for later accessions.

The Cluff period of the Library is notable in that it grew from a collection counted in the hundreds to one in

the thousands. There was also an attempt made to have a regular budget for books; according to the Board of Trustees record of August 22, 1892, Principal Fluss asked for an appropriation of $1,000 to be used for chemical and physical apparatus and the library. Apparently the library appropriation was considerably increased as the years followed, since there was a consistent increase in the number of magazine subscriptions, the acquisition of adequate indexes

foreign languages. The library was at last then appropriating funds based

reviews, having a large collection of periodicals, maps, and nonconventional

government volumes. A full-time librarian was beginning to be needed. With

the acquisition of a, in keeping of the week period all the book or the librarian

devoted all of their time to the library.

A notable improvement in library service occasionally resulted from the

appointment of librarians who based for the library while the librarian was

teaching his classes. Following this practice we acquired Ignatius, we were

at some until these librarians, who was resident from 1970-1990. The final

accession book which is still preserved is largely in the writing of his

librarian. It was a dramatical entry book also upon the later accessions.

The first period of the library is notable in that it grew from a collection

counted in the hundreds to one in

140

the thousands. There was also an attempt made to have a regular budget for

books, according to the Board of Trustees record of August 27, 1970, minimum

fines valued for an appropriation of $1,000 to be used for educational and physical

improvement and the library. Apparently the library appropriation was substan-

tially increased as the years followed, after there was a substantial increase

in the number of regular subscriptions, the acquisition of popular children

such as the Reader's Guide and a getter grade of encyclopedias, books, etc.

One of the most valuable contributions the library has ever received, that of the Marie Leland Library, began to be contributed during this period although the formal gift was not completed until ten years later, in 1908. This library was contributed by Frank Warren Smith in honor of his mother. It is especially rish in chemistry and contains many of the early rare chemical journals running back to the first issues in the fore part of the nineteenth century. In addition to chemistry and mathematics it is one of the Library's better sources for rare government and state documents, especially in the field of agriculture and the allied industries.

Another notable contribution of what are now rare documents was the acquisition in 1903 from the government, through Senator Reed Smoot, of all the congressional documents during the years 1896-1900. These documents are very important sources of basic information in history and in many of the arts and sciences of all departments of the present University, but at that time they wereappparently not fully appreciated, or perhaps the storage space was not available. At all events the set was not kept growing in all of the divisions

until the Institution became a regular Government Depository in 1908. Because these books were considered only as a loan by the government the documents

such as the Reader's Guide and a partial grant of encyclopedias, books, etc.

One of the work projects administration the library has ever received, that of the Berlin School Library, began to be constructed during this period although the formal gift was not completed until the press later, in 1920. This library was contributed by Frank Lorenz Smith in honor of his mother. It is especially rich in chemistry and contains many of the early true chemical journals reaching back to the first issues in the days just at the elementary century. In addition to chemistry and mathematics it is one of the library's better sources for home government and state economy, especially in the field of agriculture and the allied industries.

Another notable acquisition of which are very rare documents was the acquisition in 1920 from the government, through Senator Joel Isaac, of all the congressional documents during the years 1870-1920. These documents are very important sources of data information in history and in many of the arts and sciences of all departments of the present University, but at that time very inadequately was fully appreciated, or perhaps the standing orders were not available. As all events the set was good quality in all of the different

until the Institution became a regular Government Depository in 1924. Among these issues were distributed only as a loan by the government for decades

were not accessioned until many years later. This undoubtedly held the actual number of volumes in the library much below the number available to the readers. The total reported by the Librarian of the B.Y.U. in 1903 was about 7,000.

(2) Brimhall Administration 1903-1921

This was a time of increasing industrial and agricultural development in Utah. The mineral wealth had begun to be exploited during the 1880's and 1890's but the present century has seen a very great instensification of the mining, smelting and manufacturing industries. The opening of the coal mines, the commercial use of electricity, and the use of the automobile as a commercial vehicle came at this time. Added to this was the boom in agriculture and other fields during the World War, creating a condition of prosperity which made it possible to expand beyond anything conceivable during the Maeser and Cluff administrations. Added to this was the opening of high schools in almost every town, furnishing in greatly augmented numbers, prospective students for the college courses. This tendency for more advanced study naturally called for more and better books in the library, and was especially strong after the authorization of the Master's Degree in 1916-17.

This period saw the financial condition of the B.Y.U. stabilized by regular appropriations from the Church. Contributions by friends of the institution

were not accelerated until many years later. This undoubtedly left the number of volumes in the library much below the number available to the students. The total reported by the Librarian of the S.T.C. in 1925 was about 7,000.

(5) Students Administration 1905-1921

This was a time of increasing industrial and agricultural development in Ceylon. The student world had begun to be affected during the 1880's and 1890's but the Swadeshi movement has been a very great instrumentality of the whole, affecting the manufacturing industries. The growing of the cost money, the commercial use of electricity, and the use of the bicycle as a commercial vehicle were at such times. Added to this was the boom in agriculture and other trades during the World War, creating a condition of prosperity which made it possible to support higher educational institutions. Added to this was the growing of high schools to almost every town, furnishing to greatly augmented numbers, prospective students for the college courses. This included the more advanced study necessarily called for more and better books in the library, and was especially strong after the reorganization of the Library's Regime in 1920-21.

This period saw the financial condition of the S.T.C. substituted by regular appropriations from the Council. Constituted by grants of the legislative

together with the Church appropriations, made it possible to construct six new buildings, relieving the congestion in class rooms

and making space for expansion of the library. The first new room available for the library shortly after the beginning of the Brimhall period was that now occupied by the Woman's Lounge Room. A few years later a portion of Room D was necessary, and toward the close of the period and the opening of the next the three rooms beyond Room D in the South Wing of the Education building were drafted for library use.

As long as the library was fairly small it was reasonably easy to find the books even when the classification was crude. But with a library numbered in many thousands of volumes, and with the yearly addition of about a thousand volumes, a more satisfactory system of classification was necessary. The Library of Congress, the A.L.A. and others were strongly advocating scientific classification and emphasized the Dewey Decimal System. O. W. Andelin, the librarian of the B.Y.U. for the years 1905-1912 adopted this system. Reclassification of the 7,000 old volumes was begun in 1906, and this, together with the current library work, proved by far the largest task that the librarian had this far met. To meet the situation a full-time assistant was necessary in addition to the librarian who was still required to spend part of his time

Together with the Tudors appropriations, which is possible to maintain the

new buildings, existing via supporting in stage rooms.

and making space for expansion of the library. The first one was available

for the library shortly after the beginning of the Brunswick period was then

now occupied by the house's lounge room. A few years later a section of

them it was necessary, and toward the close of the period and the opening of

the next the three rooms beyond them in the back wing of the Bloomsbury

building were drafted for library use.

Being as the library was fairly small it was reasonably easy to find

the books even when the classification was crude. But also a library numbered

in many thousands of volumes, and with the yearly addition of about a thousand

volumes, a more satisfactory system of classification was necessary. The

library of Congress, the A.L.A. and others were strongly advocating similarity

classification and explaining the Dewey Decimal System. O. W. Robins, the

librarian of the N.Y.M. for the years 1902-1919 adopted this system. Development -

Direction of the 7,000 mid volumes was begun in 1906, and this, together with

the current library work, proved to be the largest task that the librarian

had this far had. To meet the situation a Boy-time assistant was gradually

in addition to the librarian who was still required to spend part of his time

teaching. This assistant, Mrs. Annie Gillespie, was the first one to spend all of her time at library work. Up to the early 1890's the librarians apparently had no assistants and they cared for the library only when not teaching. The first assistants known were students, and did library duties when not attending classes, the schedule being arranged so that when the librarian was not in the library the assistant was there or the library was locked. Mrs. Sophronia Curtis, who was assistant from

1900-1906, was a part-time teacher the same as the librarians. The innovation of employing full-time workers in the library and having them continue in the service for many years, instead of changing every year, or at best every few years, was undoubtedly greatly to the benefit of the library because the policies and objectives as well as the unity in classifying was stabilized. Mrs. Gillespie worked in the library for 30 years.

A second important contribution to the Library while Andelin was librarian was the making, through Senator Reed Smoot, a former student and a Board member, of the B.Y.U. library a Government Depository to receive all documents. This not only meant the yearly addition of hundreds of bound volumes and several thousand pamphlets, but it furnished the serious student with source material for studies which can be obtained in no other way. The

teaching. This student, Mrs. Annie Gillespie, was the first ever to spend all of her time at library work. Up to the early 1920's the librarians apparently had no assistants and only assist for the library only when an emergency. The city assistants known were students, and did library duties when not attending classes, the schools being arranged so that when the library was not in the library the assistant was there to the library/or instead. Mrs. Hyperella Davis, the new assistant from

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1900-1904, was a part-time helper from home to the library. The importance of employing full-time workers in the library and having them sections in the service for many years, instead of changing every year, or at least every ten years, was manifestly greatly to the benefit of the library because the patrons and employees as well as the value in classifying our patrons. Mrs. Gillespie worked in the library for 30 years.

A second important contribution to the library, while Andelin was librarian was the making, through Senator Earl Ewart, a trustee student and a first member of the B.T.C. library a Government Depository to receive all documents. This not only meant the yearly addition of hundreds of bound volumes and several thousand pamphlets, but it furnished the various students with another material for studies which can be obtained in no other way. The

library had many calls for documentary material for the years before the library became a depository, and considerable of it was unobtainable.

An indication of the growing regard for the library is that beginning in 1906 a library committee was appointed. The committee may greatly influence the general policy of the library by bringing in ideas which the librarians may have overlooked. This might include contacting business men in starting special libraries, securing contributions of money or books, making a drive for new Library quarters, or any of a great variety of other problems affecting the Library or its personnel. The B.Y.U. Library Committee includes the librarian and a varying number of others (two to three at first, but five to six of late) from the faculty who are most interested in promoting the general welfare of the

library. With the exception of periods when whe was away, Miss Alice Reynolds was on the Committee from 1906 to the time of her death. She was Chairman from 1911 on. Others beside the librarians who have served for long periods are Dr. William J. Snow, 1911 to date; M. W. Poulson, 1919 to date; and Dr. S. B. Sperry, 1933 to date. Serving for shorter periods were James L. Brown, the first Chairman, 1906 to 1911; Viola Schumaker, and Dr. L. J. Nuttall, 1911 to 1914; J. M. Jensen, 1915 to 1919; M. P. Henderson and

library had very scant funds for discretionary material for the years before the library became a department, and consequently it was overdrawn.

As indicated of the growing needs for the library in this department in 1924 a library committee was appointed. The committee was directly instructed the general policy of the library by bringing in taken which the librarians may have overlooked. This might include establishing business was in providing special libraries, securing redistribution of money as needed, making a drive for new library quarters, or any of a great variety of other problems affecting the library or its personnel. The 1.7.1. library committee including the librarian and a varying number of others (from six to three as time, not five to six as now) from the faculty who had left department is personally the general welfare of the

library. With the exception of periods when she was away, Miss Giles actually was in the department from 1920 to the time of her death. She was chairman from 1921 on. Among inside the libraries who have served for long periods was Dr. Kirtley, 1. Dent, 1921 to date; E. M. Dodson, 1919 to date; and Dr. G. E. Queen, 1920 to date. Serving for shorter periods were Jones E. Morse, the first chairman, 1920 to 1921; Vivian Sorensen, and Dr. L. J. Bartell, 1921 to 1924; J. E. Jones, 1921 to 1924; L. F. Bankowsen and

Dr. Christen Jensen, 1919 to 1921; J. V. Stimpson, 1933 to 1938; Edna Snow, Arthur Gaeth, and A. S. Ballif, 1939-----.

The steady increase in the publications each calling for classifying in some way, and the even more rapid increase in the number of students of college grade during this administration kept calling for more and more time of the librarians. While Andelin was librarian, there were more than 10,000 volumes accessioned ; the college enrollment was 150 students. At the close of the Brimhall administration the accessions stood at 17,000 and the college students at about 300. During the first part of Mrs. Annie Gillespie's period as librarian, from 1912 to 1923, it was possible to care for the work with the one full-time assistant, Emma Larson, but before the end, two more, Anna Ollorton and Ella L. Brown, as well as some student assistants were necessary. Library of Congress cards were ordered for such books as had these printed cards, but many of the church books and rare books had to be catalogued in long hand, because it was not until after the beginning of the Harris administration that a typewriter for

such work could be afforded. Accessioning was by hand during this whole period and part of the next.

A carefully kept record of the main events each year covering Mrs. Gillespie's period has been preserved, and, therefore, we know more about the Library at

Dr. Charles Brown, 1919 to 1921, A. V. Sallomon, 1928 to 1931, Miss Ann Arthur Smith, and A. S. Smith, 1929------.

The strong interest in the publication work calling for classifying to some way, and the even more rapid increase in the number of students of college grade during this administration kept calling for more and more time of the librarians. While Ashville was librarian, there were more than 10,000 volumes accessioned ; the college enrollment was 127 students. At the close of the Brightbill administration the accessions stood at 31,000 and the college enrollment at about 300. During the first part of Mrs. Annie Gillespie's period as librarian, from 1921 to 1925, it was possible to keep for the work with the same full-time assistant, Miss Jarvis, but before the end, Mrs. Gillespie and Ella L. Brown, as well as some student assistants were necessary. Library of Congress cards were ordered for each books as had those printed cards, but many of the classed books and pamphlets had to be catalogued in long hand. Because it was not until after the beginning of the Smith administration that a typewriter for

even card could be afforded. Accessioning was by hand during this whole period and part of the same.

A monthly bibliography of the main events each year commencing Mrs. Gillespie's period has been preserved. Unfortunately, we have none about the library at

this time than in any other. A number of important special collections or libraries are reported, among which are the Whitecotton Library begun in 1916 with an initial gift by Mr. Whitecotton of more than $4,600. The University began to receive the publications of the Carnegie Institution of Washington in 1916, and the bulletins of the agricultural experiment stations are mentioned in her first report of 1914-1915. Class contributions of considerable importance were begun again, beginning with the Senioe Class of 1918 and the Normal Class of the same year.

The Alice Louise Reynolds Library of literature, begun in 1918, has grown until it is now planned to provide a special room to hold it; this Library was begun following the energetic efforts of Professor Reynolds, in securing a $1500 contribution for books.

In general the history of the library during the Brimhall administration was one of gradual growth, with notable improvement in the quality of the books and magazines. These was also notable improvement in the classifying and cataloguing of the Library, improved service to the students, and a regular budget to meet expenses.

(2) HARRIS ADMINISTRATION, 1921--

Perhaps the most striking feature about the Harris administration is the marked change in enrollment and scholastic standing of the institution.

this time than in any other. A number of important special collections or libraries are reported, among which are the Shakespeare library begun in 1924 with an initial gift by Mr. Carnegie of more than $4,000. The University began to receive the publications of the Carnegie Institution of Washington in 1924, and the subscription of the agricultural experiment stations was continued in her first report of 1924-1925. Close associations of considerable importance were begun again, beginning with the Dodge Gift of 1923 and the Russel Gift of the same year.

The Altoona Junior Republic Library of Literature, begun in 1923, was given until it is now planned to provide a special room to house it; this library was begun following the energetic efforts of Professor Reynolds, in securing a $1500 contribution for books.

In general the history of the library during the Reynolds administration was one of gradual growth, with notable improvement in the quality of the books and periodicals. There was also notable improvement in the classifying and cataloging of the library, improved service to the students, and a regular budget to meet expenses.

(2) Dean Ambrosius, 1925-

Perhaps the most striking feature about the library administration in this period change in librarians and particularly regarding of the librarians.

It has grown from

about 300 students of college grade to nearly 3,000, and there are now more who graduate with a Master's Degree than there were formerly that secured a B.Pd. which was about equivalent to the Normal certificate. With this rapid growth has come new demands, among them an enlarged faculty and greater library facilities.

The first part of this period was marked by great apparent prosperity followed by years of depression and a slow recovery. During the prosperous period in 1926 the new library building, capable of housing about 150,000 books, was constructed. At the time it was built the capacity was thought to be sufficient for a long period of time, but all of the regularly built book space was beginning to be crowded by 1938, and some of the rooms heretofore used for classes had to be used for books.

The Library budget has been the most liberal in the history of the institution. In keeping with his attitude of high scholarship, Dr. Harris has consistently urged the librarians to secure the most worthwhile books and to catalop and index them so that they will be of maximum service. The result of this has been that the library has kept pace with the rapid increase in enrollment. The number of books in the library in June, 1942, according to

about 300 students at college grade to nearly 2,000, the number now has more than quadrupled with a marked increase in degree than those were recently when accorded a full, equal and whole equivalent to the Second Universities. With this rapid growth has come new demands, among them an enlarged faculty and greater library facilities.

The first part of this period has sufficed to great expansion accompanied followed by years of depression and a slow recovery. During the prosperous period in 1906 the new library building, capable of housing about 150,000 books, was constructed. At the time it was built the capacity was thought to be sufficient for a long period of time, but all of the regularly built book space was beginning to be crowded by 1930, and some of the room formerly used for classes had to be used for books.

The library budget has been the most liberal in the history of the institution. In keeping with the problem of high economy, Dr. Morris has consistently urged the librarian to secure the best distribution which can be making and leave them as light they will be of various service. The result of this has been that the library has kept pace with the rapid increase in enrollment. The number of books in the library in June, 1926, according to

President Harris' report, was 125,005.

The sentiment for building up a stronger library was early reflected in the many special libraries started soon after the beginning of this period. The number of these collections has grown so rapidly that only a few of the more outstanding or earlier ones can be given space here. The Charles W. Whitaker Library, started in November 1921 by Mrs. Whitaker in memory of her husband was the first. It

consists of books of all types of foreign languages. In December of the same year the President George H. Brimhall Theological Library was begun with the $1,000 purchase of the Otto Toomey Library. Half of this sum was contributed by President Emeritus Brimhall. This same month saw the beginning of the Dr. John A. Widtsoe Library of Agriculture, the first contribution consisting of four large boxes of books and pamphlets from Dr. Widtsoe. Later contributions of money for keeping the library up to date in the field have been made by Dr. Widtsoe. A large collection of bound agricultural bulletins were presented by President Harris, and since that time an effort has been made to secure and bind all bulletins of the experiment stations and many of the extension divisions of the United States and its possessions.

Early in 1922 a drive was made for the establishment of the President

Threadgone Barrie' report, was 125,000.

The questions for building up a stronger library was early realized in the very successful Committee started upon after the beginning of this project. Endeavor of these collaborations has given an capability that only a few of the more outstanding or worthy among one be given again here. The Charles M. Schwab Library, started in November 1921 by Mrs. Schwab in memory of her husband was the first. It

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consists of books of all types of foreign languages. In December of the same year the President George E. Brackett Theological Library was begun with the 8,000 purchases of the John Tenney Library. Half of this was was contributed by President Harrison Brackett. This same month was the beginning of the Dr. John C. Wickens Library of Agriculture, the first contribution consisting of four large boxes of books and pamphlets from Dr. Wickens. Later contributions of money for keeping the library up to date in the field have been made by Dr. Wickens. A large collection of based agricultural bulletins were presented by President Barrie, and since that time no effort has been made to secure and find all bulletins of the experiment stations and many of the government divisions of the United States and its possessions.

Early in 1922 a drive was made for the establishment of the President

C. W. Penrose Collection of poetry, and in the same year Dr. Lawrence Coffin of New York began his collection of general literature of fine quality both as to content and binding. The nucleus of the President Heber J. Grant collection was begun at about the same time, the initial purchase being made through money contributed by him. He has since then made many different gifts of both books and money for the upbuilding of the Library.

Another notable contribution during the year 1922 was that of Walter Adams of Provo, who gave approximately 2,000 volumes. This year also saw the beginning of the contributions of Dr. T. E. Pardoe which, together with the volumes contributed by the Mask Club, has furnished the B.Y.U. Library with one of the most choice collections of dramatic works in the West. The first volumes of the expensive

library of Dr. James E. Talamage, a former student and instructor, were also received at this time, although the major portion of the Church works, rare pamphlets, and scientific literature belonging to this collection, did not come until 1936.

Some of the more choice books in the Library are those presented in memory of deceased relatives of the B.Y.U. Faculty Women's Club, Miriam Melke Club, and the Sorosis Club. The books chosen are usually those in the field of greatest interest of the deceased relative and a brief notation

G. W. Ferrese Collection of jewelry, and in the same year Dr. Lawrence Gulick of the Dark Ships gave his collection of personal literature of Poe specially both as to authors and binding. The museum of the Pavilion Room A. Grant collection was begun at about the same time, the initial purchase being made through money contributed by John. He has since then made many different gifts of both books and money for the upbuilding of the library.

Another notable contribution during the year 1920 was that of Walter Adams of Paris, who gave approximately 5,000 volumes. This year also saw the begin-ning of the contribution of Dr. C. K. Dodge which, together with the volumes contributed by the Dark Ship, has formed the E.A.P. library with one of the most famous collections of literature dealt to the Poe. The first volume of the symposium

library of Dr. Edwin E. Salsbury, a former student and instructor, were also received at this time, although the major portion of the Poe's work, their peculiarity, and scientific literature belonging to this collection, did not come until 1926.

Some of the rare photos books in the library are those presented in memory of deceased members of the E.A.P. Society Poe's Club, Sinister Dolls Club, and the Gerrels Club. The books chosen are usually those in the field of greatest interest of the deceased relative and a typical specimen

about the individual is typed on the front cover. The first contributions to this collection were in1922. This special library as well as the other ones which are well established and growing have been provided, since 1926, with special book plates for each book, containing a space for the registry of the contributor.

The Utah State Genealogical Society began their collection of Genealogical works in 1922 with the presentation of the first 24 volumes of the Mayflower Descendants in memory of Professor E. D. Partridge. The negotiations for the Dr. Paul Henning Library on American archaeology, which was then in Mexico City, was also a notable event of this year.

The founding of the above libraries and collections of books taxed the capabilities of the librarians, and the capacity of the room available for library use. Even with the use of additional room in the Education Building, many of the books had to be stored in boxes for want of shelves. It was then that the need for a new library building became imperative, and in the fall of 1924, plans were drawn up for the new Heber J. Grant Library.

A library drive was started almost as soon as the building was well under way. A special committee began to solicit books and funds from Alumni and others throughout the country. Several thousand volumes and enough funds

about the institution is typed on the front cover. The front endpapers in this entertaining book indicate. This special library as well as the other ones which are well maintained and already have been provided, where lacy, with special book plates for each book, constitute a spur for the majority of the contributors.

The book shows Guadalajara Society keeps their activities of Guadalajara works in 1921 with the presidencies of the first 80 shows of the Majestuoso Guadalajara in memory of President G. R. Partridge. The negotiations for the Dr. Ford Memorial Library as American ambassador, which we have in Mexico City, was also a notable event of this year.

The Handling of the above libraries and collections of books based the capabilities of the libraries, and the capacity of the room available for library use. Even with the any of additional room in the Guadalajara Building, many of the books had to be stored in boxes for want of shelves. If we take that the need for a new library building became imperative, and in the fall of 1924, plans were drawn up for the new Walter A. Dunn Library.

A library tribe has internal change as also so the building was with wide-way. A separate reading hall in public book and funds from Alumni and others throughout the country. Several thousand volumes and many books

to buy a thousand of more new books were secured in this drive. The contributors are too numerous to list, but the name of each person and what was given is recorded, and the individual's name is on the book plate of the books presented. Some of the most valued books in the library were contributed during these drives.

A condensed statement of some of the special collections or libraries which have begun since the new Library was completed is given below:

Collection Name	Year Begun	Main Subject of Collection	Main Contributor
Robert Burns Works	1927	Editions, binding, curosities	
Anna Egbert	1928	Music and Musicians	Anna Egbert
Mrs. Roselia Spilsbury	1928	Home Economics	Spilsbury Family
Pres. A.W. Ivins	1929	American Indian	Ivins Family
Dr. Adam S. Bennion	1930	Biography	Dr. A. S. Bennion
Dr. Charles H. Carroll	1930	Medicine	Mrs. Elsie Carroll
Pres. David O. McKay	1930	Education	Pres. D.O. McKay
E. S. Hinckley	1931	Geology & Geography	Hinckley Family
Heber C. Jex	1931	General (4000 volumes)	Heber C. Jex
David Star Jordan	1931	Biology	B.Y.U.D.S. Jordan Club
A. C. Lund	1931	Music	A. C. Lund
Florence Cannon fund	1935	General	George Q. Cannon Family
Dr. L. A. Culmsee	1936	Medicine	Gulmsee Family

The years from 1929 to 1933 have brought several thousand volumes of the old L.D.S. College Library in Salt Lake City, selected for use in the B.Y.U.Librayy.

During this administration an attempt has been made to obtain on an exchange basis as many as possible of the publications of other colleges. Also a regular check has been made

Collection Name	Year Began	Main Subject of Collection	Main Contributor
Henry Morse works	1927	Civilian, military, correspondence	
Jane Eggert	1929	Music and Musicians	Jane Eggert
Mr. Franklin Spielberg	1940	Home Economics	Spielberg Family
Mrs. A.W. Tytle	1947	Annapolis Sailors	Tytle Family
Mr. Adam S. Bracelin	1950	Electronics	Mr. A. S. Bracelin
Mr. Charles M. Darrell	1950	Medicine	Mrs. Elsie Darrell
Mrs. Lloyd O. Dolby	1950	Education	Mrs. M.O. Dolby
Mr. M. Blakeley	1951	Geology & Geography	Blakeley Family
Mr. Oscar C. Lee	1951	General (6000 volumes)	Oscar C. Lee
Mrs. Ethel Mae Porter	1952	Biology	M.E.E.A.E. Porter Club
Mr. C. Todd	1953	Music	A. T. Todd
Mr. Harrison Dawson Fred	1955	General	Harry H. Dawson Family
Mr. Le A. Gaines	1956	Medicine	Gaines Family

The years from 1927 to 1956 have brought several thousand volumes to the old I.S.U. College Library in Mt. Pole City, related for use in the N.T.U.Library.

During this administration no attempt has been made to obtain an exchange basis as many as possible of the participating alumni colleges.

Also a regular check has been made

on documents printed by the various states, and such as were thought to be of most interest to the students have been secured by gift and immediately bound for use. To make these works of most service to the readers, the publications have been catalogued individually. This has sometimes required from 25,000 to 50,000 cards to be made yearly, and much of the labor in preparing and filing these cards has been done by student help under the supervision of the cataloguer. Student aid has also been liberally employed to prepare indexes for such Church periodicals as the Improvement Era, the Contributor, The Deseret News, etc. Another aid to the study of the history of the West, with emphasis on the Church, has been done by student workers in copying pioneer diaries giving local history.

At the beginning of this period the only important index available to the student was the Reader's Guide, covering the more general periodicals. Since then several of the more specialized indexes covering such fields as agriculture, home economics, commerce, business, the industries, and many other fields of knowledge have been added. This has greatly extended the usefulness of the periodicals. There are a few fields, covered by the International Index, where the University is still deficient.

During the period of the business depression the University had available

an democracy guided by the various classes, and such as seem largest to be of most interest to the students have been secured by gift and inexpensively bought for use. In make these works of most service to the students, the publications have been catalogued individually. This has necessitated from 15,000 to 20,000 cards to be made yearly, and much of the labor in preparing and filing these cards has been done by students during some the supervision of the catalogues. Students aid has also been liberally employed in pasting labels for such library publications as the Independent Site, the Institutions, the Journal Home, etc. Students aid in the study of the history of the library, with regards as the library has been done by students working in various phases during local history.

At the beginning of this period the only periodicals being available in the students was the Sunday's guide, serving the more general periodicals. Since then several of the more specialized columns supplying such fields as agriculture, home economics, commerce, business, the industries, and many other fields of knowledge have been added. This has greatly widened the conditions of the periodicals. There are a few fields, secured by the International Issues, where the University is still deficient.

During the period of the Nothing Government the University has available

a considerable number of students who were unable to pay their tuition in cash. To meet their problem it was necessary to find special work. The library, besides employing such as were needed at the desks and in cataloging and indexing as mentioned above, began a simple repair work on books. As time went on and more help was available, a great many of the books

and magazines which were easy to bind were completely done in the library building. Newspaper files of the Salt Lake Tribune, Deseret News, New York Times, Provo Herald, and other papers of Utah and Idaho towns that have been bound by students.

The duties of the librarians, Mrs. Annie L. Gillespie, to 1923, and Anna Ollorton from then to the present, have necessarily become more and more complex as the size of the library increased. The number of advanced students multiplied, and the student assistants in the different divisions of the library demanded greater supervision. The number of full-time assistants was increased to two in 1922 with the addition of Mrs. Ella L. Brown, a former teacher of the Academy, and to three assistants in 1926 when N. I. Butt, a research assistant began to spend his time at this work. Since the appointment of Juliana Smith in 1934, formerly of the Utah Genealogical Society Library, there

a considerable number of students who were unable to pay their tuition in cash. To meet their problem it was necessary to find special work. The library, besides employing such in some number at the desks and in cataloging and indexing as mentioned above, began a simple repair work on books. As time went on and more help was available, a great many of the books

and magazines which were sent to camp were completely lost to the library building. Newspaper files of the Salt Lake Tribune, Deseret News, New York Times, Herald Tribune, and other papers of that and their home cities have been bound by students.

The duties of the librarians, Mrs. Annie L. Gillespie, to 1943, and Miss Clarice Cree since to the present, have materially became more and more complex as the size of the library increased. The number of reference questions, and the student assistants in the different divisions of the library increased greater proportions. The number of call-room assistants was increased as the in view also the addition of Mrs. Ella L. Brown, a former teacher of the Academy, and by three assistants in April when E. L. Hall, a research assistant began to spend his time in this work. Since the appointment of Juliana Smith in 1944, formerly of the Utah Genealogical Society Library, there

have been four assistants. When Mrs. Gillespie was forced to retire in 1936 on account of failing eyesight, Naoma Rich, librarian of the Snow College, came to take her place. Upon the retirement of Juliana Smith following her marriage in 1938, James Clark, a seminary teacher at Lovell, Wyoming, took her place.

(2) CONCLUDING STATEMENT

From the foregoing historical sketch it is plain that the library has had a difficult financial struggle to maintain the progressive status which a college library must face. It has not always been possible to purchase even the books and references works which are most needed. During much of the time there has been more reliance on gift books than was desirable. Yet by practicing the most strict economy possible, including in many cases long hours of work, a feature especially

practiced while Mrs. Gillespie was librarian, the library has maintained a good standing throughout. The lack of money was overcome both by book contributions to the library and an attempt to make the most of what books were available. Since the Dewey Classification was adopted the books have all been kept well classified and catalogued for maximum use. The librarians and their assistants have been friendly and willing to make up for any lack

have been four assistants. When Mrs. O'Malley was forced to retire in 1940 on account of failing eyesight, Miss Kirk, librarian of the Boys College, came to take her place. Then the retirement of Miss Edith Pritchard in marriage in 1943, Miss Kirk, a working member of Lavell, Dowling, took her place.

(3) Operating Procedure

When the Dowling Historical Society it is plain that the library has had a difficult financial struggle to maintain the relationship which a college library must have. It has not always been possible to purchase even the books and periodicals which are most needed. During much of the time there has been only one salaried or full paid assistant. Yet by practicing the most careful economy possible, including in many cases long hours of work, a feature especially

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practised while Mrs. O'Malley was librarian, the library has maintained a good standing throughout. The last attempt was received with in some quarters dissatisfaction to the library and an attempt to make the most of what books were available. Since the Dowling Historical Society adopted the books have all been kept well classified and catalogued for maximum use. The librarians and their assistants have been friendly and willing to help the students

of books by a greater effort to locate material in other available sources. The library, which now contains more than 117,000 volumes, is keeping pace with the student body and is ranked among the better libraries of the United States. It is one of the outstanding libraries in L.D.S. literature, items on the American Indian and the history of the regions occupied by the Mormons. An attempt is being made to strengthen the library in all fields of special interest to the Church and its adherents. The budget is not large enough to secure all of the rare items in this field, but it is hoped that the future will see the institution equipped with a microfilm reading machine so that these rare items can be made available at a minimum cost.

With the large numbers of books contributed to the library it is natural that many duplications should result, even among rare and fundamentally important items. To preserve these duplications has called for much storage space, and one of the pressing problems of the present is more rooms near the library to accommodate the valuable unused material and the growing files of newspapers.

of books by a greater effort be beyond material in price available resources.

The Library, which now contains more than 117,000 volumes, is keeping pace with the numbers that are added to counts among the Indian population of the United States. It is one of the outstanding libraries in U.S.A. libraries, from an the American Indian and the history of the regions occupied by the Indians. An attempt is being made to strengthen the Library in all fields of special interest to the Indian and its administration. The budget is not large enough to secure all of the rare items in this field, but it is hoped that the Indians will see the institution equipped with a satisfactory working machine so that these rare items can be made available at a moderate cost.

Only the large number of books contributed to the Library it is natural that many duplications result, even among rare and remunerative important items. To preserve these duplications has called for such storage space, and one of the pressing problems of the present is more ample for the Library to accommodate the valuable annual material and the growing files of newspapers.

(1) IX

(1) LABORATORY AND MUSEUM FACILITIES

(2) EARLY SCIENCE WORK

While Brigham Young in his endowment of the Academy gave no specific information about courses, he did urge the giving of practical courses as well as cultural. Among the early reports of the Principal we read, "In order not to lose sight of the original design in the founding of this institution, the fitting up of workshops for technical training and the laying out of grounds for horticultural and botanical purposes is of urgent necessity." This is in keeping with the founder's ideas:

> "There is nothing I would like better than to learn chemistry, botany, geology, and mineralogy, so that I could tell what I walk on, the property of the air I breathe, and what I drink." (J.D. 9:3)

The uncertainty of the income and even of the institution during the first few years precluded anything as expensive as laboratory or workshop equipment Yet there were serious, rather mature students in the classes, and there were efforts made to start a museum and a laboratory at an early date. In 1877, the Principal called the collection "very imperfect" and stated that "a real scientific cabinet for purposes of illustrating points of mineralogy, botany, etc., is entirely wanting---the necessity of a chemical laboratory and some astronomical instruments will soon make itself felt."

(b) Laboratory and Museum Facilities

(a) Early Science Work

While Virginia Tomaj in his endowment of the Academy gave no specific information about courses, he did urge the giving of practical courses as well as cultural. Amongthe early reports of the Principal we read, "In order that he have right of the artificial design in the founding of this institution, the fitting up of workshops for technical training and the laying out of grounds for agricultural and botanical purposes is of urgent necessity." This is in keeping with the founder's idea:

> " There is nothing I would like better than to learn chemistry, botany, geology, and astronomy, so that I could tell what I tell me the property of the air I breathe, and what I drink." (Cit. p.1)

The overstocking of the Lecture and room of the institution during the first two years prohibited anything as elaborately or variously equipped. The floor were wooden, rather makes students in the classroom, and later were efforts made to place a museum and a laboratory in an early date. In 1877, the Principal called the attention "very important and stated that "a good scientific cabinet for purposes of illustrating points of chemistry, botany, etc., is entirely wanting--the necessity of a limited laboratory and some instrumental instruments will soon make itself felt."

Except for additions to the specimens in the cabinet, not much progress was made toward a laboratory until 1879. During that year the Amateur Dramatic Association of Provo was induced to stage a performance for the benefit of the Academy, and the net proceeds, $24 was invested in "A complete set of chemicals for experiments." The report also urged that

> "the appropriation voted by the Priesthood meeting of the Stake.... should be forthcoming at the earliest convenience, in order to enable us to carry into effect some of the most pressing improvements in apparatus, furniture, instruments and premises."

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Reports of the following terms are still more urgent in calling for further equipment, including wax models and other means of demonstration. Contributions in the geological field in 1880 were so large that they could not be stored in the specimen cases; so the Adademy was forced to set aside a special room to hold them and to provide a place for chemical experiments. This room served as the laboratory until the time of the fire, but it was not used exclusively for this purpose. As the enrollment and the number of classes taught increased, this room as well as the principal's office, was used for general class work except during the periods when chemical, botanical, zoological or other experiments were in progress.

From 1879 onward each report to the Board contains appeals for various types of apparatus, such as "astronomical instruments," "compass for surveying," etc.

Despite the additions to his experience in the military, the main problem was made toward a laboratory built 1919. Having read that the Antwerp Aeronautic Association of Ghent was looking to stage a performance for the benefit of the military, and has not proceeded, 90% was invented in "a complete set of schedule for experiments." The report also argued that:

> "the appropriation voted by the Belgian Ministry of the Army.... should be distributed as the military requirement, in order to enable us to carry into effect some of the most pressing improvements in equipment, fuselage, instruments and practice."

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Reports of the following three are still more urgent in calling for further equipment, including one models and other means of demonstration. Contributions in the practical trial in 1910 were so large that they could not be gained in the equipment needed; as his company was formed in and raise a special room to hold them and to provide a place for demonstration. This room served as the laboratory until the time of the flow, but it was not used exclusively for this purpose. In the meantime the number of children taught increased, this room as well as the principal's office, was used for general class work during the periods when needed, technically analyzed or other experiments were in progress.

From 1919 needed when report to the Board requires appeals for various types of apparatus, such as "Instructional Instruments," "Dangers for arresting," etc.

The first substantial contribution for apparatus appears to have come from the Relief Society in 1881. The report for that year says:

> "Great accession to our laboratory was made--by the purchase of physical and chemical apparatus and appropriate casing for their preservation. Much of this was due to the efforts of Professor Talmage. Sisters Eliza R. Snow and Zina D. Young have collected from the Relief Societies....the sum of $73.65...to assist our institution in procuring scientific apparatus....Also the sum of $5 contribution made by Superintendent James Dunn of the Woolen Factory."

A new consignment of scientific apparatus is mentioned in the spring of 1882, but what items were included is not mentioned.

The popularity of the laboratory courses appears to have increased greatly soon after James E. Talmage began to devote the major portion of his time to this field. After he had secured the above apparatus, the reports show an item of $137 for the purchase of chemicals and furniture, and in the following

year, 1882, there was an item of $242 for chemicals and $103 for scientific apparatus. The scientific course of 1882-84 included geology, chemistry ("students provide their own chemicals") physiology, physics, botany, and astronomy. An inventory of the equipment used is mentioned but has not been found. A report to the trustees immediately after the fire states that the furniture in the lower rooms, including the library and laboratory apparatus, were all saved, and the catalog of 1884-85 says that the laboratory is now supplied with necessary apparatus and is rapidly receiving additions. It seems, however, that the

The first substantial contribution for apparatus appears to have come from the Dalziel Society in 1801. The report for that year says:

> "Great assistance in our laboratory has been—by the provision of physical and chemical apparatus and appropriate seating for their preservation. Much of this was due to the efforts of Professor Dalziel. Captain Allan H. Emery and Alan H. Young have collected from the Dalziel Institute....the use of [illegible] institution in procuring scientific apparatus....Also the use of [illegible] made by Superintendent Jones [illegible] of the Dalziel Project."

A new consignment of scientific apparatus is mentioned in the spring of 1803, but what items were included is not mentioned.

The popularity of the laboratory courses appears to have increased greatly when Alan H. Dalziel began giving to firms for major portions of the time to this field. After he had removed the alone organizer, the reports show an item of $[illegible] for the purchase of chemicals and formulae, and in the following year, 1805, there was an item of $[illegible] for scientific apparatus.

The scientific courses of 1801-05 included geology, chemistry ("[illegible] physics" [illegible] electricity, physics, botany, and astronomy. An inventory of the equipment used in mentioned was has not been found. A report in the [illegible] immediately after the Civil War states that the Trustees in the large room, including the library and laboratory apparatus, were all gone, and the catalog of 1866-67 says that the laboratory is now supplied with necessary apparatus and is regaining previous additions. It seems, however, that the

writer of these statements was not fully informed as later catalogues say that the laboratory equipment was largely destroyed.

The upstair rooms of the warehouse where the school was held after the fire, was not satisfactory for laboratory work because of the lack of space, water, and necessary facilities. Consequently, in 1886 James E. Talmage, who was then director of the laboratory and teacher of natural and physical sciences, had two rooms built on the ground floor, one inside the building and the other outside. The inside one contained a flowing well. That year the catalogue speaks of a "complete assaying apparatus and many valuable additions to the general laboratory." Physiology included dissection of animals and histological examination of the tissues, while biology included microscopic examination of lower animals; so at least one microscope must have been available. Field specimens were collected and classified, buth in biology and in geology.

It is known then that James E. Talmage himself contributed and collected through personal solicitation at least $400 toward apparatus and laboratory supplies, and the Board granted an additional sum of from fifty to a hundred dollars a year

for scientific apparatus from 1886 until about the time of the move to the new building. It is presumed that heat for chemical and other experiments was obtained

[illegible] of these [illegible] was not fully returned to later [illegible] as the laboratory equipment was largely destroyed.

The epoxide resin in the microfuge tubes has almost not full after the fire, and was satisfactory for laboratory work because of the lack of space, water, and necessary facilities. Consequently, in 1980 James E. Bishop, who was then director of the laboratory and leader of natural and physical sciences, and the crane built on the ground floor, saw inside the building and the other outside. The cracks are considered a fixing well. That year the minimum needs of a "complete sampling apparatus and very minimum additions to the general laboratory." Physiology included discussion of natural and microbiological examination of the tissues, while biology included microscopic examination of lower animals, as at least the microscope was not very useful. Field expenses were minimal and discretion, both in biology and in geology.

It is known that Lord Jenny E. Bishop himself visited and enlisted through personal solicitation at least five [illegible] apparatus and laboratory supplies, and the Board granted no additional sum of from fifty to a hundred dollars a year.

The scientific apparatus from 1982 until above the time of the room in the new building. It is presumed that most the chemical and other apparatus was destroyed

through oil lamps, since there were payments for large cans of oil for the scientific department. These lamps were probably found to be too dangerous as a change to alcohol lamps was made before 1900.

(2) COLLEGE PERIOD AND THE NEW BUILDING

While students were performing laboratory experiments in chemistry, mechanics, physics, astronomy, geology, botany, and zoology, and were using typewriters before the removal to the new building in 1892, the space was too limited to allow more than half a dozen students at the time to work efficiently and individually; many experiments were therefore limited to class demonstrations. The new building provided not only room for individual work, but ample space for the proper housing of the equipment. It is not definitely known where the first laboratories were situated in the new building, but in the catalogue for 1895-96 the chemistry, physical, and biological laboratories were said to be on the top floor, presumably the second, since the third was not then finished. The next year the chemistry and physics laboratories were put in the basement where they are still housed; but the biological laboratory, which requires more light, appears to have remained on the second floor.

Little college work was done before 1896, the year in which the College Department was established. The courses up to that time, like the high school

through oil lamps, which were also providing the large amount of oil for the mechanical department. These lamps were probably found to be too dangerous as a change to electric lamps was made before 1900.

(b) CHANGES MADE IN THE NEW BUILDING

While students were performing laboratory experiments in chemistry, mechanics, physics, astronomy, geology, botany, and zoology, and were using typewriters before the removal to the new building in 1897, the space was too limited to allow more than half a dozen students at the time to work effectively and individually; many experiments were therefore limited to demonstrations. The new building provided not only room for laboratory work, but ample space for the proper housing of the equipment. It is not definitely known where the first laboratories were situated in the new building, but in the catalogue for 1897-98 the chemistry, physics, and biological laboratories were said to be on the top floor, presumably the second, since the third was not then finished. The year the chemistry and physics laboratories were put in the basement where they now still remain, but the biological laboratory, which requires more light, appears to have remained on the second floor.

Little village work was done before 1900, the year in which the College department was established. The courses up to that time, like the high school

courses of today were designed to teach only the elementary principles for a cultural education. A single term in each branch of the sciences was considered sufficient. When more than one year of college work was introduced, specialization and individual study by

laboratory methods became more urgent. It should not be understood ,however, that the change in 1896 was abrupt. A teaching position was the major objective of most of the students, and for many years only a few went beyond that. Even as late as 1915 two-thirds of the enrollment was of high school students, and there were only five students who had gone beyond the junior college. Up to about 1900 the yearly college enrollment was less than thirty and it had not reached a hundred in 1910. This small number of advanced students, only a few of whom specialized in the sciences, did not call for extensive laboratory facilities.

The introduction of more years of college work, however, required teachers with more specialization than could be secured in the institution, and instructors found it necessary to go away for advanced work, and learned the value of special laboratory equipment and methods. Some of these returning instructors brought with them a compelling enthusiasm for good laboratories and gave the Board no rest until they secured satisfactory equipment.

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The introduction of more years of college work, however, brought students with more specialization than would be received in the institution, and instructors found it necessary to go deep the advanced work, and learned the value of special laboratory equipment and methods. Some of these returning instructors brought with them a compelling enthusiasm for good laboratories and gave the Board no rest until they secured satisfactory equipment.

Another factor which should be kept in mind relative to the change to the college status is that of finance. Laboratories are necessarily expensive, and up to this time practically the only source of income was that from tuition, contributions from friends, and earnings from theatricals, bazaars, etc. It was at this time that the Church began to supplement the income, a great aid in placing the laboratories on a substantial footing. In the single year, 1897-98 there was set aside $1500 for laboratory equipment. At various times the faculty and Board members also made contributions of varying amounts for the laboratories.

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Up to 1910 the greatest demand for teachers was for the grade schools, but as soon as the public high schools began to call for teachers, higher education was required. With the growth of high schools the Church began to build seminaries so that these state supported students might receive religious education. With the advent of President Harris in 1921 there was an elimination of all high school work except in the teacher training school, and the function of the University became collegiate. The school responded to all demands, and for the courses given the laboratories are now well equipped, but some of them need more room.

Another factor which should be kept in mind pertaining to the change in the college system is that of finance. Laboratories are commercially expensive, and up to this time practically the only means of income was that from tuition, contributions from friends, and savings from dormitories, bookstore, etc. It was at this time that the Church began to supplement the income, in great all in placing the laboratories on a substantial footing. In the school year, 1921-22 there was an extra $1500 for laboratory equipment. Adjustments since the faculty and board members also made contributions of varying amounts for the laboratories.

Up to 1922 the greatest demand for teachers was for the grade schools, but as soon as the public high schools began to call for teachers, larger attendance was required. With the growth of high schools the Church began to build seminaries so that these schools supported students might receive religious education. With the advent of President Shields in 1921 there was an elimination of all high school work except in the seminary training school, and the function of the University became collegiate. The school responded to all demands, and for the courses given the laboratories are too well equipped, but even of later need more room.

(2) SCIENCE LABORATORIES

Chemistry

The chemistry and geology laboratories were the first to be developed because they required no expensive equipment until the very technical phases are studied. With a few test tubes, a pipette, a mortar and pestle, a kerosene lamp and a few other simple utensils, the whole of which need not cost more than a few dollars, most experiments of an academic grade may be satisfactorily performed.

Principal Maeser, who first taught chemistry, apparently had no class demonstrations of chemical action; but George Coray, the next one, mentions simple experiments; and James E. Talmage, the third teacher, appears to have been the first to develop laboratory methods in the institution. It was through Talmage's leadership that the chemicals and apparatus as well as the laboratories were first secured. At the beginning the laboratory was not devoted to a single science. Talmage taught chemistry, domestic science (essentially based on chemistry and physics, but also including other sciences),

physics, astronomy, botany, zoology, and physiology, along with the more common subjects of grammar, penmanship, etc. During the days of the Lewis building the laboratory was used as a classroom except when needed for chemical and

Chemistry

The chemistry and general laboratories were the first to be investigated because they required no expensive equipment until the very beginning of the students. With a few test tubes, a platinum, a marble and pestle, a bunsen lamp and a few other simple utensils, the whole of which need not cost more than a ten shilling, most experiments of an elementary grade may be satisfactorily performed.

Original Source, the first Bangor chemistry, apparently had no clear demonstrations of chemical notions but George Lamy, the main man, available simple experiments, and James E. Talmage, the noted Mormon, appears to have been the first to develop laboratory methods in the institution. It was through Talmage's leadership that the chemists had apparatus as well as the biology units were first provided. As the beginning the laboratory was not devoted to a single science. Talmage taught chemistry, theoretic science (essentially based on chemistry and physics, but also including other sciences).

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physics, astronomy, botany, zoology, and physiology, along with the more common subjects of grammar, penmanship, etc. Further the days of the lamp building the laboratory was used as a classroom except when needed for chemical and

geological experiments. Later, in the Warehouse, physics, botany, zoology, and physiology students also used the laboratories.

The early chemistry laboratories were apparently not used as today for extensive experimentation by the students, but for investigation, for instance of the reactions of the halogens. The experiments were mostly very simple, although in 1886 the catalogue mentions two years (probably of one semester only) of quantitative analysis.

Following the resignation of Dr. Talmage in 1887, and until along in the college period, the laboratories did not grow as vigorously as before. This was probably in part due to the more or less constant shift in instructors. All had to teach both sciences and other academic classes, and the laboratories were often unattended or in the hands of assistants. With a constant shortage of funds and a very widely divided attention of the instructors, the laboratories did well to even maintain the standing they held when J.E. Talmage was "director of laboratories."

After the move to the new building in 1892 the chemistry laboratory was separated from those of the other sciences. First there was only one large room for all students and all supplies and apparatus. While the classes were relatively small, there were facilities for courses in both qualititative and and quantitative analysis, the same as there had been at the warehouse, By 1895

psychical experiments. Later, in the museum, physics, biology, geology, and physiology students also used the laboratories.

The early chemistry laboratories were apparently not used as today for automatic experimentation by the students, but for investigation, the instruction of the sections of the College. The experiments were mainly very simple, although in 1886 the statistics mention two years (probably of use exactly of quantitative analysis.

Following the resignation of Dr. Talmage in 1887, and until along in the college period, the laboratories did not grow as rapidly as before. This was probably in part due to the scarcity of Jesuit teaching ability in instructors, it had to teach both science and other academic classes, and the laboratories were often neglected in the hands of assistants. This a troubled climate of rumor and a very shaky divided attention of the instructor, the laboratories did well to even maintain the standing they had when J.E. Talmage was "director of laboratories."

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there were special laboratories for each of these higher courses beside the one for general chemistry.

In 1898 the patronage of the Magleby family was secured to aid the institution in maintaining high grade laboratories, which for the following decade were known as the "Magleby Laboratory of Chemistry." It was during these years that the college began to secure equipment which permitted experimentation of a superior nature. Among the first improvements, made by C. E. Maw in 1903, was the purchase of a high grade chemical balance, to enable students to perfrom precision experiments necessary for a thorough training. Additional sensitive balances have been added somewhat in proportion to the college enrollment. Today the institution with its special rooms for balances, ranging from the simpler ones to the extremely accurate micro-balance, is prepared to accommodate the students as well as any school in the West.

A second notable improvement, not only in the Chemistry department, but also in all laboratories, was the change from the old kerosene and alcohol lamps to the efficient gas burner system. In 1905 C. E. Maw had installed a home-made gasoline plant of the hand-wound type, which filled the need until commercial gas was available. A special room was built for fire assaying.

The chemistry department has at all times attemped to meet every need of

there were special laboratories for each of these higher courses besides the one for general chemistry.

In 1898 the patronage of the Bryden family was secured to aid the institution in maintaining high grade laboratories, which for the following decade were those at the "Bradley Laboratory of Chemistry." It was during these years that the college began to secure equipment which permitted experimentation of a superior nature. Among the first improvements, made by C. E. Dow in 1898, was the purchase of a high grade chemical balance, in which students to perform precision experiments necessary for a thorough training. Additional sensitive balances have been added somewhat in proportion to the college enrollment. Today the institution with its special rooms for chemistry, resulting from the singular case in the extremely concrete science-chemistry, is prepared to accommodate the students as well as any school in the west.

A second notable improvement, not only in the chemistry department, but also in all laboratories, was the change from the old burners and common lamps to the efficient gas burner system. In 1903 C. E. Dow had installed a home-made gasoline plant of the lead-vessel type, which filled the need until commercial gas was available. A special room was built for this apparatus.

The chemistry department has at all times attempted to meet every need of

the students for laboratory work, and has available equipment which fits the students for work in either the commerical or the scholarship field. Their greatest need at present is more laboratory space. During the 1940 two additional rooms were built to relieve the greatly crowded condition of the storage rooms.

(3) GEOLOGY AND THE MUSEUMS

Geology was the first of the sciences in the institution to secure laboratory facilities. In October, 1876, the students and teachers made a trip to the mountains near Provo and brought back specimens, which were classified and placed in specimen cases. Contributions were also secured from private citizens. In 1880 Levi W. Richards contributed his substantial collection of geological specimens, which had been classified and labeled by the curator of the Deseret Museum. In later years of the century one of the requirements for credit was that each student should make a collection of at least 25 specimens, which were usually, if original to the museum, left with the exhibits. In this way there was often an excellent collection of local geological and mineralogical samples.

The greatest contribution to the museum came from the L.D.S. College in 1924. This had formerly been the collection of the Deseret Museum, which was rated as one of the better western museums. It contained not only western

the students for laboratory work, and the available equipment which fits the students for work in either the research or the administrative field. Their present need at present is more laboratory space. During the 1940 the additional rooms were built to relieve the greatly crowded conditions of the storage rooms.

(5) GEOLOGY AND THE MUSEUM

Geology was the first of the sciences in the institution to secure laboratory facilities. In October, 1874, the students and teachers made a trip to the mountains near Ivoryo and brought back specimens, which were classified and placed in specimen cases. Contributions were also received from private citizens. In 1880 Prof. E. Stevens contributed his valuable collection of geological specimens, which had been classified and labeled by the curator of the Museum Bureau. In later years of the century one of the requirements for credit was that each student should have a collection of at least 50 specimens, which were usually, if worked in the country, left with the institute. In this way there was gotten in valuable collection of local geological and ethnological samples.

The greatest contribution to the museum came from the L.E.E. College in 1884. This had formerly been the collection of the Museum Bureau, which was voted to one of the latter modern museum. It consisted not only museum

geological and mineralogical specimens, but material from exchanges made in all parts of the world. Gems, fossil remains of animals and plants, even to huge mammals, were represented. These together with many smaller gifts, some consisting of a hundred excellent samples, have made the geological museum one suited to meet the needs of all orginary scholars.

As mentioned previously, the geological laboratory was housed in the same room with Chemistry and other departments until about the beginning of the present century. This allowed the students to do their assaying with the same chemicals, and to make microscopic examinations and other tests with the same equipment used in the other sciences. Blowpipe, wet and dry analyses of minerals, as well as various physical examinations were made as early as 1886.

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After the third floor of the Education building was finished in 1910, the Geology laboratory and part of the mineral exhibit were kept there. This department has been fortunate in holding its professors for long periods of time, and the laboratories and museums have thus had unified direction in growth. E. S. Hinckley was in charge for the twenty years following 1895; Fred Buss was with the department the same length of time, beginning with 1907; and George Hansen since 1927. Each of these, as well as those who have

geological and mineralogical specimens, but material from exchanges made in all parts of the world. Then, fresh sources of animals and plants, even of deep seawater, were represented. These specimens with very similar gifts, some consisting of a hundred scientific articles, have made the geological museum the richest in some the museum of all geological institutes.

As mentioned previously, the geological laboratory was housed in the same wing with chemistry and other departments until about the beginning of the present century. This allowed the students to do their work with the same chemicals, and to soon discovering combinations and other traits with the same equipment used in the other laboratories. Strangely, not the dry analysis of minerals, as well as various physical examinations were made in early in 1884.

After the third floor of the Chemistry building was finished in 1909, the Geology laboratory and part of the mineral exhibit were kept there. This department has been fortunate in holding the professors for long periods of time, and the laboratories and museum have thus had settled direction in growth. E. S. Bastin was in charge for the twenty years following 1901; first then was with the department the same length of time, beginning with 1907; and Sharpe Bowman since 1917. Each of these, as well as those who have

remained shorter periods have contributed much in making the laboratories and museums of this department capable of giving the students a maximum opportunity to master the geological, mineralogical, physiographical and archeological sciences.

(3) PHYSICS

While courses in natural philosophy, which included physics, were given even during the first school year, courses which were called physics and included experimental studies, do not appear to have been given until they were given by J. E. Talmage in 1881. The first experiments mentioned were of a very simple nature, including tests of hydrostatic principles, of levers, of acoustics, refraction, etc. Almost no special apparatus is mentioned before the fire, but after the move into the new laboratories in the Warehouse, there appears to have been a rather rapid accumulation of devices for special studies.

In 1889 mention is made of "extensive physical apparatus. It is known that this included such electrical equipment as a static machine, Leyden jars, electric cells, dynamos and meters. There were also the usual apparatus for demonstrating gravity, including incline planes and a vacuum tube for illustrating the rate of fall of a feather and a piece of lead. Prisms for

[redacted]

[redacted]

[redacted]

the refraction of light, tuning forks, and simple apparatus in most other fields were also in use several years before the move to the present laboratories.

Up to about 1892 laboratory work by the students was probably optional, but from this time onward there were definite laboratory assignments, and advanced work began. With the return of the first group of teachers from higher institutions the weakness of the physics department in up-to-date electrical apparatus became apparent, and in 1897 and the following years more than $2000 was invested in this type of equipment.

During the important period when the physics department was changing from an academic to a college grade of work, it was favored, like the chemistry department, by the sponsorship of a family organization. In 1898 the Holt family established the "Holt Laboratory of Physics" which was known by this name until 1910.

The directors of the physics laboratories during the early college period changed so often that fixed policies for development were not maintained. The men, J. M. tanner, Richard R. Lyman, Lester Stanley, H. Beckstrand, J. E. Hickman and Nathaniel Baldwin, were all enthusiastic laboratory workers, but they stayed with the institution only fron one to five years each. The arrangement

the reflection of light, bending lines, and simple magnetics in most other fields were also in use several years before the move to the present laboratories.

Up to about 1924 physics work by the students was generally explorer, but from this time research there were definite laboratory assignments, and advanced work began. With the return of the first group of students from higher institutions the weakness of the physics department in up-to-date electrical apparatus became apparent, and in 1927 and the following years more than $8000 was invested in this type of equipment.

During the important period when the physics department was changing from an academic to a college grade of work, it was fortunate, like the chemistry department, in the possession of a family magnetician. In 1922 the Bell family established the "Bell Laboratory of Physics" which was known by this name until 1930.

The directors of the physics laboratories during the early college period changed as often that fixed policies for development were not maintained. The men, J. R. Hunter, Richard R. Ryan, Lester Ensley, E. Leatherwood, C. E. Bloomer and Edmund Salvin, were all enthusiastic laboratory workers, but they stayed with the institution only from one to five years each. The arrangement

of the laboratories and the equipment which suited one teacher was not always suitable to the one who followed. The more consistent development began with teachers like Harvey Fletcher, Carl F. Eyring and Wayne Hales, who carried out their plans over periods of more than ten years. Chester Snow, a Harvard graduate, who appreciated the value of good equipment, contributed considerable of his personal money for the development of the laboratory, and

during his stay, 1906 to 1912, the faculty and the Board was induced to contribute $1000 for physics apparatus. Since that time there has been an increase in equipment and facilities somewhat in proportion to the increase in college enrollment, until today, except for lack of working space, this department is about as well prepared to handle college laboratory work as any institution of comparable status.

(3) BIOLOGY

While courses in botany and zoology as separate sciences were taught as early as 1879, and as part of the science course even earlier, much of the work was confined to textbooks. Specimens were gathered on field trips and later studied in the laboratory, but consistent laboratory work was not introduced until about 1886, when the first microscope was available. In that year, the one-term course in biology included obersvations with

of the laboratories and the equipment which prior to the war was always attached to the use and training. The more sensitive development began with Professors Lilly Harvey Fletcher, Prof E. Irving and Major Eaton, who carried out their plans over periods of more than two years. Director Eaton, a Harvard graduate, who appreciated the value of good equipment, contributed considerable of his personal money for the development of the laboratory, and

Dating his stay, 1921 to 1932, the Director and the Board was indebted to considerable $5000 for physics apparatus. Since then this room has been an increase in equipment and facilities somewhat in proportion to the increase in college enrollment, until today, except for lack of working space, this department is about as well provided to handle college laboratory work as any institution of comparable status.

(c) BIOLOGY

This department in botany and zoology in separate rooms were brought up early as 1917, and as part of the science course from earlier, most of the work was confined to lectures. Specimens were gathered on field trips and later studied in the laboratory, but consistent laboratory work was not introduced until about 1924, when the first microscope was available.

In that year, the new-born course in biology included observations with

the microscope on the lower forms of life, preparatory to a systematic study of zoology and botany. Collecting and classifying specimens during the periodical excursions of the Field Club in charge of instructors were essential features in this course. Text and reference books: "Kellerman's Botany," "Apgar's Plant Analysis," "Coulter's Manual of Rocky Mountain Botany."

During the years which followed, these subjects passed through the usual period of studies notrequired for elementary school teachers. A limited amount of popular information and no specialization filled the local demand. Botany would usually be taught in a few weeks and then zoology or geology would be used to complete the term. As instructors shifted continually the emphasis given to botany or zoology varied greatly from time to time. A striking instance of this during recent times

is that between 1910 and 1920, the first five years of which had seven to nine courses in zoology, but only one or two in botany, while in the second the situation was almost exactly reversed.

As in the other sciences, specialization and a consistent, vigorous growth of the laboratories did not begin until there was a strong demand for specialists in these fields from the high schools, and the college enrollment supported this demand. A special biology laboratory room was

The microscope on the lower deck of 12th, programmed to a systematic study of geology and botany. Collecting and classifying specimens during the particular excursions of the Field Club in charge of instructors were essential features in this course. Then and nowadays books: "Dallmann's Botany," "Lyon's Field Geology," "Dodge's Manual of Basic Elementary Botany."

Reading the years which followed, these subjects passed through the usual period of studies undertaken for elementary school teachers. Limited amount of regular information and in specialization filled our level. Teaching would usually be brought down to the needs and that analogy of geology would be used to complete the term. In thirteenth-fifteenth centuries the emphasis given to teaching or teaching method probably from time to time. A working knowledge of this during school times

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is then between 1850 and 1870, the first five years of which had seen to time courses in nature, but only one or two in botany, while in the second the attention was almost equally received.

As in the other sciences, specialization and a consistent, vigorous growth of the laboratories did not begin until there was a strong demand for specialists in these fields from the high schools, and the college treatment supported this demand. A special biology laboratory room was

provided soon after the move to the Education Building in 1892, but there is no record of additional equipment, and the courses give n were essentially the same as before. Regular laboratory courses with advanced work began about 1895 under W. M. Wofle and E. S. Hinckley, but the advanced courses were not continued, and there appear in the catalogues courses such as dissection, ornithology, systematic botany, and entomology, which lasted only a year and were not repeated for many following years.

Improvement in the biological laboratory undoubtedly followed the establishment of the Hinckley laboratory of Natural Sciences, sponsored by the Hinckley family in 1900 and continued until 1910, but in 1903-4, when Chester Van Buran offered three laboratory courses in botany and the same in zoology, he found this more that the students demanded. By 1908 the college enrollment was approaching 100 and the specialized courses needed by high school teachers began to be requested. In the 1908-09 catalogue, five laboratory courses in botany and six in zoology are listed, but as the instructors, C. G. Van Buren, R. V. Chamberlin, C. H. Carroll and A. T. Rasmussen were specialists in zoology, this became the strong science, and botany was confined to a single course

in agricultural botany. However, this period saw a marked improvement in the

provided even after the move to the Hamilton Building in 1924, but there is no record of additional equipment, and the courses gave a very unsatisfactory time to students. Regular laboratory courses with microscopes were begun about 1929 under A. H. Wahle and E. E. Blakely, but the advanced courses were not continued, and there appears in the catalogues courses such as Classification, morphology, geographic botany, and ecology, which lasted only a year and were not repeated for many following years.

Improvement in the biological laboratory substantially followed the establishment of the Biology Laboratory of Natural Science, organized by the Biology faculty in 1930 and continued until 1933, but in 1932-4, when Director Van Dusen offered three laboratory courses in botany and the same in zoology, he found this more than the students desired. By 1932 the college enrollment was approaching 100 and the specialized courses tended by high school teachers began to be crowded. In the 1932-33 catalogue, five laboratory courses in botany and six in zoology are listed, but on the instructors, E. G. Van Duzee, E. W. Chamberlin, G. E. Gemmill and A. T. Zimmerman were specialists in zoology, this leaves the courses relative, and botany was described in a single course.

In agricultural botany. However, such period was a serious improvement in the

laboratory equipment, which in 1911 included "aquaria, animal cages, plant boxes, dissecting and compound microscopes of the most recent patterns, camera lucidas, micrometers, sliding and rotary Minot microtomes, incubators, water baths, microphotographic camera," and the usual minor supplies of the laboratory. The physiology equipment was "of the most modern types" including stethoscopes, muscle and heart levers, etc. The laboratory facilities as well as the instructors were good and the courses proved popular.

The next group of biological teachers, E. H. Smart, M. P. Henderson and Walter Cottam, were all especially interested in botany, and the new and improved laboratory equipment installed during the period 1915 to 1925 tended to be such as was particularly adapted to this science, and this became the popular biological study, although not so exclusively as zoology had been during the preceding period. Both sciences were in demand and had to be taught in a scholarly manner.

In 1925 biology was divided into the botany, zoology and entomology departments, with Dr. Vasco M. TAnner in charge of the latter. Special laboratories were established for each science, and the specialized equipment for each has increased until these laboratories are among the better ones in the college field. Their growth was so rapid that they could no longer be housed in the Education Building, and in 1935 they moved into their present

laboratory equipment, which in 1921 included "aquaria, animal cages, plant houses, clinoscopes and numerous miscellaneous of the most unusual patterns, centrifugals, microscopes, sifting and testing sieves, thermometers, Dewhurst's water bath, microphotographic camera," and the usual minor supplies of the laboratory. The physiology equipment was "of the most modern type" including electrocardiographs, manometers and heart levers, etc. The laboratory facilities as well as the instruments were good and the courses popular.

The most young of biological research, Dr. H. Smith, Dr. J. Shoemaker and Miss Cotton, were all especially interested in botany, and the new and improved laboratory equipment installed during the period 1923 to 1925 tended to be used as was particularly adapted to their methods, and thus tempor the popular biological study, although not as intensively as history had been during the preceding period. Both courses were in demand and had to be taught in a scholarly manner.

In 1925 Botany was divided into the botany, zoology and ethnology departments, with Dr. Ross G. Harvey in charge of the latter. Special laboratories were established for each science, and the specialized equipment for each has increased until these laboratories now among the better ones in the college field. Their growth was so rapid that they would re-locate in housed in the Science Building, and in 1929 they moved into their present

quarters in the Brimhall Building, where are now not only the class rooms and laboratories, but the portion of the museum which is most frequently used. The Lakeside Biological laboratory, established in 1926, offered

an excellent opportunity for the study of fish and plankton of Utah Lake.

(3) BIOLOGICAL MUSEUMS

During the earlier years the biological museums or collections varied even more than the laboratories. At time the better specimens collected by the students and instructors were preserved, whereas at other times this feature was neglected and allowed to deteriorate or disappear. Part of the difficulty came through lack of suitable specimen cases and space available for display. Even today the biological specimens are scattered through buildings on both campuses.

The first large collection whihh has been preserved was that secured by members of the B.Y.U. South American Exploration Expedition in 1900. About 1200 specimens of birds, insects, and other animals of Mexico, Central America and South America were acquired at this time. Chester Van Buren, one of the members of this expedition, was in charge of the museum until 1909, andunder his care it grew into one of the better western biological museums. R. V.

on essential supervision for the study of fish and plankton of Cook Inlet.

(b) [illegible]

During the earlier years the biological research or exploration service was some than the laboratories. At time the better experienced personnel by the students and instructors were preserved, whereas as other inexperienced was employed and allowed to administrate or disappear. Part of the difficulty came through lack of suitable operations rooms and space available for display. Some water the biological operations are conducted through building on land-supports.

The first large exploration which has been prepared was that assumed by members of the U.S.A. Bureau Commercial Fisheries Expedition in 1964. About 1000 questions of birds, insects, and other animals of Bering, Chukchi Sea and North American have supplied as this time. Further the Corps, one of the members of this expedition, was in charge of the present until [illegible] this were it good into use of the survey [illegible] in [illegible] of.

Chamberlin, who followed, brought with him a large collection of aradmida and other specimens, but when he left in 1910 he took the collection with him, and for the next few years the museum was neglected. The local bird specimens were greatly strengthened by the additions made by E. H. Smart, instructor in agriculture from 1910 until his death in 1920, when the museum was again allowed to remain dormant.

Beginning in 1925 when Dr. Vasco M. Tanner took charge of the Zoological Department, there has been a steady growth of the museum. He brought with him a large collection of fish,

and immediately began to collect mammals, reptiles, insects and other specimens needed to make a well-balanced zoological museum. It is not one of the most complete collections of western animals.

Among the specimens are 3,000 birds, and 230,000 insects, including the Tom Spalding collection of Utah Lepidopters, the Chester Van Buren collection of South American butterflies, and the Blatchley, the Charles Schaeffer, and the Charles W. Long weevil collections.

The botanical section has varied from a few miscellaneous plants and leaves pressed between pages of books, to the present 7,500 herbarium sheets on which are 2,200 species included in 740 genera and 125 families,

Zoological, was founded, through work with the a Zoner relations of wildlife and other specimens, but been to left in 1910 to lead the collection with him, and for the man the years the museum was neglected. The local bird specimens were greatly strengthened by the additions made by E. H. Chapin, interested in aquaculture from 1920 until his death in 1927, when the museum was again allowed to remain dormant.

Beginning as half-what-do, Curator H. Zoner had charge of the Zoological Department, there has been a steady growth of the museum. It brought with him a large collection of fish.

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and immediately began to collect mammals, reptiles, insects and other specimens needed to make a well-balanced zoological museum. It is now one of the most complete collections of western animals.

Among the specimens are 4,000 birds, and 150,000 insects, including the Spalding collection of Pacific Lepidoptera, the Chapin fur farm collection of North American mammals, and the Blackiday, the Cowles collection, and the Charles W. Leng world collections.

The botanical section has varied from a few collections placed and leaves pressed between pages of books, to the present 7,500 herbarium sheets on which are 5,000species included in 20 genera and 109 families.

mainly collected in the western states, but including many from other portions of the United States and the Siberian collections made by President F.S. Harris in 1929. The herbarium is especially rish in preserved liverworts, mosses, algae and fungi, which have been the subject of intensive studies beginning with those of Drs. Cottam and Henderson in 1915 and continuing down to the present.

(3) PSYCHOLOGY LABORATORY

The first course in Experimental Psychology offered at Brigham Young University is described in the catalogue for the year 1909-10 on page 47. It was given by Professor Joseph Peterson, the first professionally trained resident[x] psychologist to teach at Brigham Young University and a recent graduate of the University of Chicago. The course ran throughout the year and carried a total of eight semester hours credit. The course

[x]The internationally known psychologist, G. Stanley Hall and John Dewey, had taught before this time in Brigham Young Academy Summer School sessions.

was designed to "give technique in the methods of investigation" and to be "a careful study of the special senses and of some of the more complex processes of consciousness."

The catalogue for the following year offers the same course throughout the year again under the direction of Professor Joseph Peterson. It seems that

mainly adapted to the modern stress, but including many from other periods of the Saxon Empire and the Albanian mythologies made by Professor Ivan Ilyich in 1920. The material is especially that in preserved Introvoyn, Ossetr, Algor and Tuaq, which have been the subjects of lamentable erosion beginning with Lenin in 1941, Sofrim and Tamberson in 1950 and continuing down to the present.

(4) PSYCHOLOGY LABORATORY

The first years in Dimitrovsk Psychology School in Dalgiva Tamag University is described in the catalogue for the year 2000-10 on page 67. It was given by Professor Joseph Prusova, the first professionally trained psychologist to teach at Dalgiva Tamag University and a recent graduate of the University of Ithaqo. The course was thoroughout the year and involved a total of eight seminar hours weekly. The course

The informationally known psychologist, G. Stanley Hall, and John Dewey, had taught before this time in Dalgiva Tamag Academy Summer School seminar-

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was designed to "give knowledge in the methods of investigation" and to be "a useful study of the mental powers and of some of the more complex processes of consciousness."

The catalogue for the following year lists the same course throughout the year again under the direction of Professor Joseph Prusova. It seems that

during the previous year considerable laboratory equipment had been procured and a room set aside in the present Education Building as the psychology laboratory. The catalogue for the year 1910-11 on page 15 contains the following paragraph about this laboratory:

> The PSYCHOLOGICAL LABORATORY is provided with charts and apparatus for illustrative purposes in lecture work and for the requirements of a year/s work in general experimental psychology. Among other things the laboratory contains such valuable instruments as a large electric motor rotator with variable speed, for color mixing, etc.; a Seashore's audiometer, for careful tests of accuracy of hearing; a set of Edelmann's resonated tuning forks with some duplicates, a Galton's whistle, etc., for work on tones; Jacquet's graphic chronometer, kymograph, etc., for accurate time measurements; Vernier chronoscope, for reaction time experiments; automatograph, memory apparatus, dynamometer, plethysmograph, etc., for experiments of the more complex mental process. New pieces of apparatus are constantly added as needs require.

From the time that Professor Peterson resigned in 1911 until the academic year 1915-16 there was no experimental psychology offered at the University. During 1915-16 a course was offered under the direction of Professor W. H. Chamberlin, the laboratory equipment being housed in his room in the Maeser Memorial Building. For the two years following his resignation in the S pring of 1916 no experimental psychology was offered.

Professor Dean R. Brimhall for three years following the fall of 1918 offered a course in experimental psychology. The equipment was still housed in the Maeser Memorial Building and it seems that very little apparatus, if any, had been added to that acquired when the laboratory was first

during the previous year quantitative laboratory equipment had been procured and a room was made in the present Science Building as the psychology laboratory. The catalogue for the year 1929-30 on page 13 mentions the following paragraph about this laboratory:

> The psychological laboratory is provided with charts and apparatus for elementary practice in learning work and for the requirements of a year's work in general experimental psychology. Among other things the laboratory contains such valuable instruments as a large stereoscope under rotation with variable speed, for color mixing, etc.; a Dashiell's multi-maze, the useful tools of memory of learning; a set of Dashiell's prepared learning charts with some duplicates; a Gilbreth's ability, etc., for work on tissue; Jaquet's graphic chronometer, tuningfork, etc., for measure size sensations; Terman discriminator, for measuring time experiments; stereoscopic, memory apparatus, dynamometer, plethysmograph, etc., for experiments of the more complex mental process. New places of apparatus are constantly added as needs require.

Then the time that Professor Tolman returned in 1931 until the academic year 1933-34 there was no experimental psychology offered in the University. During 1933-34 a course was offered under the direction of Professor A. E. Chamberlin, the laboratory equipment being housed in his room in the Humber Biological Building. For the two years following the replacement in the 2 group of 1934 an experimental psychology was offered.

Professor Leon E. Dashiell the three years following the fall of 1938 offered a course in experimental psychology. The equipment was still housed in the Humber Biological Building and it seems that very little expense, if any, had been added to this equipment when the laboratory was first

instituted by Professor Peterson.

Beginning with the year 1921-22, Professor M. Wilford Poulson became head of the Psychology Department and the laboratory was moved to the Arts building. Ever Since that time, with the exception of the year 1922-23 when he was studying at the University of Chicago, a course or courses in Experimental Psychology have been offered in the Department of Psychology. Three graduatestudents have received their masters' degrees in psychology since Professor Poulson has been in charge of the department. Also, perhaps more than thirty undergraduate students have majored in psychology during this same time.

There have been many additions of standard equipment, and efforts are now in progress to provide for the increased demands for laboratory training made by our increased enrollment. S ome of the items of equipment that are in the laboratory at the present time, in addition to most of those acquired upon its establishment, are the following: Ishihara and Edngren's color blindness tests, University of Chicago memory drum, tapping board, precision board, steadiness tester, Porter's ergograph, electric impulse counters, Summer's pneumograph, Lehmann and Porter's plethysmographs, Ferguson's form boards, Stenquist's assembling tests, Marietta automatograph, Foster's mazes,

restricted by industrial investment.

Beginning with the year 1921-22, however it, without serious issues based on the Psychology department, and the Laboratory was moved to the Jones building. Five years that time, with the exception of the year 1925-26 when he was studying at the University of Chicago, a course or courses in Experimental Psychology have been offered in the Department of Psychology. These qualifications have received their members' degrees in psychology since Professor Pratt has been in charge of the department. Also, perhaps more than thirty undergraduate students have majored in psychology during this time.

There have been many additions of standard equipment, and efforts are now in progress to provide for the increase demands for information relating such by our increased activities. A few of the items of equipment that are in the laboratory at the present time, in addition to most of these required for the administrative, are the following: Galton and Dolgner's motor difference tests, University of Chicago memory drum, Dodge learn, provides learn, stereoscopes series, Porter's apparatus, electric lapsing machines, Seashore's phonograph, Lahman and Jones's psychometer, Dynamometer from Lowell, Binnquist's accelerator tests, Metrick stereoscopes, Jones's [illegible]

Freeman's puzzle box, Quincke's tubes, an automatic recording perimeter, several mirror-drawing shields, temperature cylinders, stop watches, an algesiometer, a Guhin's card changer, a temporal finger maze, a number of demonstration motion picture films, models of the brain and many other items.

Since 1937 Mr. Jack R. Gibb has been associated with Professor Poulson in the psychology laboratory, andthe plans are to extend its usefullness both as an aid in teaching and in research projects.

Also since 1940 Mr. Mark K. Allen, psychologist of the State Training school staff, has been particularly responsible for the training in psychological testing and clinical psychology given in the department. For this work the laboratory is equipped with a rather complete assortment of standardized so-called pencil and paper tests covering a wide range of human abilities and such other psychological test materials as Kuhlman's Tests of Mental Development, two complete sets of Stanford Binet materials for Forms L. and M, and Seashore Musical Ability Tests and the Minnesota Mechanical Ability Tests.

During the years 1923 to 1932 the psychology laboratory was housed in Room 210 C in the east end of the old College Building, and from 1932 to the present time more commodious quarters have been had in rooms 355E and 320 E

Pressman's pseudo Yen, Quinlan's Tuna, an automatic remodeling platform, several mirror-changing stabile, investigation cylinders, step mirrors, an algorithmic, a Blake's nose changer, a Bernard Tiger cave, a system of characteristic motion picture film, masks of the moist and many other items.

[1]

Since 1971 Dr. Jack E. Kirk has been associated with Professor Pressman in the psychology laboratory, working alone and in various interdisciplinary teams on art in transition and in research projects.

Also since 1970 Dr. Jack E. Kirk, psychologist at the Place Training School, has been particularly responsible for the training in psychological testing and clinical psychology given in the department. For this and the laboratory is equipped with a rather complete assortment of experimental instruments and paper tests covering a wide range of human abilities and much other psychological work relevant to Blake's Theory of Visual Development. Two complete sets of Standard Binet materials for Forms L, and M, and Terman Merrill Ability Tests and the Minnesota Mechanical Ability Tests.

During the years 1969 to 1972 the psychology laboratory was housed in Room 109-C on the main floor of Low and Chilton Building, and from 1972 to the present time more recreation quarters have been had in rooms 102C and 102 E

of the Education Building. Is it too much to hope for the day when this department will no longer need to move about so frequently and when really adequate architectural provisions for this rapidly growing science, along with others, may be had in a new science building on University Hill?

(2) ARTS LABORATORIES

(3) AGRICULTURE

The early courses in agriculture, which began in 1886, included no laboratory work, and only an occasional field or fair observation. From 1891 to 1902 no courses in this subject were given, and until 1905 there appears to have been no systematic laboratory work.

Three exceptionally strong men in the agriculture field, Dr. John A. Widstoe, L. A. Merrill (both of these men were important figures in Western experimental agriculture) and W. H. Homer were the real instigators of agricultural laboratory work at the B.Y.U. Twelve courses in agriculture, most of which called for laboratory work, were introduced in 1906-07 the year they came, and agriculture was raised to the rank of a separate department, and a separate laboratory was provided, and from this time on a full course in agriculture has been offered. Following this lead, however, the laboratory courses did not grow stronger, but remained almost as these men left them in 1907.

of the Tuscaloosa Building. It is too soon to say if the day-to-day department will be longer need to move about in frequently and when really adequate accommodation provision for this rapidly growing division, along with others, may be had in a new science building on University Hill.

(2) ARMY LABORATORIES

(3) AGRICULTURE

The early research in agriculture, which began in 1888, included co-laboratory work, and only an occasional field or pot experiment. From 1892 to 1902 no research in this subject were given, and until 1907 there appears to have been no systematic laboratory work.

There wonderfully strong men in the agricultural field, Dr. John A. MARTIN, L. A. Merrill (both of whom are now deceased figures in Western experimental agriculture) and W. E. Emery were the real beginning of agricultural laboratory work at the E.A.C. Similar research in agriculture, most of which called for laboratory work, was introduced in 1906-07 the year they came, and agriculture was raised to the rank of a separate department, and a separate laboratory was provided, and from this time on a full course in agriculture has been offered. Following this lead, however, the laboratory research did not grow strongly, but remained almost as there was until 1907.

This neglect of the laboratories was undoubtedly due in large measure to the heavy schedule of the instructors. A single teacher being sometimes required to teach several courses in each of the branches of agronomy, horticulture, forestry, animal husbandry and sometimes others. For several years this was the department which taught the only course in botany, entomology and bacteriology.

During the period beginning about 1912 the laboratory work included the study of farm equipment, and the institution was supplied with soil-working and harvesting equipment, milk

separators and the like by the Consolidated Wagon and Machine Co., and some other private companies. The farm tools were used by the students in operating the farm owned by the B.Y.U.

In 1913 a greenhouse was constructed where controlled experiments in crop production and floriculture could be performed at any time during the year. This greenhouse was also used for various other experiments, such as nutritional studies for small animals and controlled botany tests which require a uniform temperature and humidity.

With the rapid increase in college enrollment beginning about 1921, there was a call for more advanced technical laboratory work, and under the direction

This neglect of the laboratories was undoubtedly due in large measure to the heavy schedule of the instructors. A single teacher being sometimes required to teach several courses in each of the branches of agronomy, horticulture, forestry, animal husbandry and sanitary science. For several years this was the department which bought the only course in botany, entomology and bacteriology.

During the period beginning about 1922 the laboratory was included the study of farm equipment, and the instruction was supplied also with- welding and harvesting equipment, milk

[illegible]

pasteurizers and the like by the Consolidated Stoves and Machine Co., and some other private companies. The farm tools were used by the students in operating the farm owned by the B.T.U.

In 1923 a greenhouse was erected where many experimental experiments in area production and distribution could be performed at any time during the year. This greenhouse was also used for various other experiments, such as experimental studies for small animals and controlled heavy farm-value regulate a uniform temperature and humidity.

With the rapid increase in college enrollment beginning about 1920, there was a call for more advanced technical laboratory work and hence the erection

of Drs. Martin, Cannon, and M.C. Merrill greater emphasis began to be placed on laboratories. Separate and fully equipped laboratories were gradually developed, for agronomy, bacteriology, horticulture, and landscape gardening. The agronomy and bacteriology departments, where the demand for laboratory work is the greatest, are especially well equipped with the most modern facilities, including incubator rooms, a cold cellar and the most recent laboratory equipment in these rapidly developing sciences.

(3) MECHANIC ARTS

Courses in mechanical and architectural drawing were listed in the catalog as early as 1883-84, and a course in woodwork was probably given in 1886 when the Work Department had made "arrangements...with the Provo lumber Manufacturing and Building Company for the use of their machinery." These courses, however, were not given systematically; it was not until the Education Building furnished more room that regular work in this department began.

In keeping with the teaching demand, the first regular courses in mechanic arts was that of manual training or Sloyd work, first known to have been taught regularly in 1892 by J. L. Townsend and later continued by E. H. Eastmond in the basement of the Education Building. Courses in practical

or tin, zinc, nickel, copper, and B.C. bronzes (greater emphasis began to be placed on behaviour). Separate and fully equipped laboratories were gradually developed, for engines, metallurgy, instruments, and laboratory controls. The growing and laboratory departments, where the bulk of the investigating work in the problem, was dependent well equipped with the most modern facilities, including chamber rooms, a full million and the most recent laboratory equipment in their priority developing elements.

(2) [illegible]

Changes in workmanship and workmanship drawing were listed in the reducing as early as 1920-24, and a review is conducted the priority given in 1926 when the main department had made "investigations...with the Power Lubrication Engineering and Building Company the use of their machinery." These changes, however, were not given expeditiously; it was not until the Schwabian Building Established some from this regular work in this department began.

[illegible]

In keeping with the training branch, the first regular courses in machine wire use that or manual training or shop work, first known to have been taken regularly in 1920 by J. C. Thomson and later continued by C. H. Stewart in the Department of the Schwabian Building. Shortly thereafter

woodwork were first given in the B.Y.U. laboratories in 1895. The equipment during the early years was mostly supplied by the instructors, J. L. Horne and B. T. Higgs, although foot-power machinery, such a lathe, bench saw, former, jig-saw and mortiser were apparently financed through friends and the school. In 1899 the Beckstead family sponsored the Beckstead Laboratory of Mechanics, which contained tools and machinery for all the simpler forms of woodwork.

The woodwork division was moved from the northeast to the southeast corner of the basement when Orson D. Campbell assumed charge in 1903 after B. T. Higgs had left the first time, but it was not until 1905 that power machinery began to be installed. At that date six lathes and a large electric motor were contributed by patrons of the school. This equipment and the increase in enrollment soon made it necessary to finish the southwest room, where the division was housed until the move to the newly acquired Mechanic Arts Budding on Temple Hill. In 1918 William H. Snell, who had been working as assistant to B. T. Higgs, made a trip to study shop equipment in the East, and purchased the most modern, individually motorized equipment of this and the auto mechanics division which were then moving into the new building. Since 1921 this department has been in charge of Mr. Snell, and the laboratories have kept up to date in all equipment.

workers were first given in the U.S.E. laboratories in 1921. The equipment during the early years was mostly supplied by the laboratories, G. E. Alcorn and H. T. Elgin, although few-power installations, such a little, which are, therefore, life-saw and workshop were apparently financed through patients and the endowed. In 1927 the Technical Faculty appointed the Department Committee of Technician, which recommended funds and machinery for all the engineer fitters of workers.

The workers activities was second from the previously to the Auditorium survey of the Department when Dr. G. Chatfield Cameron change in 1928 after H. T. Elgin had left the first time, but it was not until 1929-1930 power machinery began to be installed. At that date the latter part a large electric motor was constructed by patients of the school. This equipment and the increase in machines was made it necessary to create the workshop room, where the fitting was carried until the move to the newly equipped laboratories were finished on Depuis Hill. In 1929 William G. Smith, who had been working as assistant to H. T. Elgin, made a trip to study shop equipment in the East, and purchased the most modern, technically mechanical equipment of kind and the main mechanical division which were then moving into the new building. Since 1927 this department has been in charge of Mr. Smith, and the laboratories kept up to date in all equipment.

The blacksmithing division began when the new building for this course was constructed in 1904. Ten forges, anvils and other equipment were contributed by public spirited citizens. Except for one year the courses were always taught by Hans Anderson, until 1921, when the courses were discontinued.

When it was decided in 1918 to introduce auto-mechanics into this department, William H. Snell and a group of students made an addition to the Blacksmith shop to accommodate the courses, but as soon as the new Mechanic Arts Building was equipped, this division moved there. A. E. Anderson the first instructor remained one year, when his place was taken by Pervical P. Bigelow the present instructor. Every attempt has been made to keep the equipment of the division strictly up-to-date.

Attempts have been made to introduce engineering to the curriculum at various times, but the policy of the school and the lack of suitable instructors have prevented the consistent teaching in this division of other than courses in mechanical drawing and surveying. Both of these subjects were taught as laboratory courses before 1880, but neither was a regular course until after the beginning of the present century. At present there are twenty-two courses in mechanical drawing, but only one in surveying.

The bluestocking division began soon after initiating the data-gathering, constructed in 1968. Two forms, media and other employees were administered to positive equating estimates. Except for one year the counting been always tended by them exclusively, until 1973, when the research was discontinued.

When it was decided in 1968 to introduce cross-generation data into experiments, William H. Smith had a group of students work on additions to the Tiedemann step to accommodate the research. But no sooner the new measurements data building was completed, this division moved there. A. E. Anderson the film laboratory received one year, when this place was taken by Everett F. Bigelow the present Instructor. Every attempt has been made to keep the equipment of the division usability up-to-date.

Attempts have been made to introduce engineering in the curriculum at various times, but the policy of the school and the lack of suitable instructors have prevented the consistent teaching of this division of science that course in professional d-walker and surveying. Only at large subjects were taught as laboratory courses before 1968, but another was a regular course until after the beginning of the present century. At present there are seldom more courses for undergraduate teaching, and only one is arranged.

(2) HOME ECONOMICS

(3) DOMESTIC ART

While organized laboratory work in this field did not begin until toward the close of the nineteenth century, some work was required at a very early date. Domestic art was taught in the Ladies Work Department at least as early as 1879,

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and in 1883 the catalogue states that "Every young lady must produce at least one peice of needle work of her own hands each term." Needle work, embroidery, knitting, sewing, etc., were regular courses taught by Zina Y. Williams. By 1895 the domestic art department was giving six courses, including one of sewing machine work. Sewing machines, the main special equipment, have been added as the demand required.

(3) DOMESTIC SCIENCE

The first courses designated as domestic science, and requiring laboratory work, were special adaptations from the other sciences. The description in the catalogue for 1889-90, which is typical, designates "Experiments on common topics of domestic economy such as air, water, food and the best ways of preparing it, poisons and their antidotes," etc. The text book, that of the former instructor, James E. Talmage, was used for such experiments as were performed.

Specialized domestic science laboratory work began in 1896, as an experimental project by Susa Y. Gates. No funds were available for equipping a room but the girls gave a party and used the proceeds to have a room in the basement of the Education building plastered and whitewashed. The girls themselves painted the floor and the woodwork, and they secured through contributions from local merchants a stove and enough simple utensils to conduct a widely acclaimed course in cooking.

The following year a trained domestic science teacher, Mrs. Leah D. Widtsoe, demonstrated the popularity of this department and placed it on a permanent footing. Twelve courses 177 were given in 1897, but in the immediate years which followed there was difficulty in maintaining trained teachers, and the number of laboratory courses given varied widely.

The inadequacy of the single basement was apparent from the beginning, and efforts were made to secure more room. It was not until 1903, through the generosity of Emma Lucy Gates that a contribution of $1000 was obtained and the new Arts Building, which was then under construction, was continued up an additional story, providing the department with its present quarters. In furnishing these new laboratories, part of the equipment, including two

Specialized domestic animal industry was begun in 1878, on an experimental project by Jesse T. Davies. Mr Davies was assisted the beginning a year but the girls gave a party and used the pressure to carry a year in the measure of the principles building glassware and entomology. The girls themselves guided the flour and the woodwork, and they received through contributions from local merchants a stove and enough simple apparatus to enable a highly satisfactory result to exhibit.

The following year a further domestic science laboratory, dry, lack of training, demonstrated the popularity of their experiment and proved it to be a permanent feature. Twelve classes

[illegible] were given in 1911, but in the laboratory year [illegible] difficulty in maintaining twelve classes, and the number of laboratory courses given varied widely.

The development of the single business was [illegible] the building and activity very much in excess more [illegible]. In June and April 1906, although the generosity of Miss Mary Dodge then a contribution of $1000 was obtained and the new Arts Building, which was then entirely completed, was completed by an additional story, providing the departments with the greatest facilities in furnishing them for laboratories, work of the department, including the

coal ranges and twenty gas stoves, was contributed by the women of Provo, under the leadership of Professor Alice Reynolds. Electric and gas stoves and ranges as well as much of the other equipment of the Domestic Science Department has come through money raised by luncheons, concerts and other activities sponsored by the department. In a word the laboratories as well as the equipment of this department are in large part from the women's personal contributions rather than from the general funds of the University.

As in the other departments, with the college enrollment increase, it became necessary to employ far more instructors and give additional courses. Following an experimental trial by Lottie Harris Hayes in the summer of 1919, a cafeteria was opened in the department laboratories to give the students practical training in large quantity cookery and purchasing. The cafeteria is run on a non-profit basis by the students.

X

(1) PROFESSIONAL TRAINING

From the inception of the Brigham Young Academy to the present time, teacher training has held a major position in the curiculum of the school, necessitating frequent reference to this subject in the preceding pages. It was not many years, however, after the beginning of the school, until another profession, in addition to that of teaching, was to receive attention.

X

(1) [illegible] TRAINING

Even the inception of the Belgian Army Academy on the present site, another training has held a major position in the evolution of the school. Accomplishing Personnel reference to this subject in the preceding pages. It was not many years, however, after the beginning of the school, until another particular, in addition to that of training, was to receive attention.

(2) BOOKKEEPING

In the year 1881-82 there came to the Academy an itinerant teacher of bookkeeping. He received permission to organize a class, and proved to be an efficient teacher, especially of his method of double-entry bookkeeping. He had a slogan on which he continually hammered. "Debit that that comes in and credit that that goes out." This was sometimes vared in explanation to "Debit that that costs and credit that that produces."

Faculty members and leading students took the course providing teachers of bookkeeping for the following years. The next year J. M. Tanner taught the course and the following year Benjamin Cluff was the teacher.

(2) COMMERCIAL DEPARTMENT

Joseph B. Keller, who had held public office and had had some practical experience in bookkeeping, went to Poughkeepsie, New York, where he attended the Eastman Business College for a year. On his return he became the head of the newly organized Commercial Department. He prepared and published a textbook in bookkeeping, which he used in his courses. As the work

in the department increased, assistants were brought in.

His other duties in the school requiring more attention, Professor Keeler, in 1910, yielded his position as head of the Commerical Department to Earl J.

(4) [illegible]

In the year 1801-02 there was in the kingdom of Illinois [illegible] of bookkeeping. He wished permission to organize a class, and proved to be an efficient teacher, especially at the method of double-entry bookkeeping. He had a degree and which he continually lamented. "Until that time, it was not strictly that time good [illegible]." This was sufficient which is explained in "Daily-[illegible] that could [illegible] [illegible]."

Daily-[illegible] and teaching evidently took his course providing [illegible] of bookkeeping for the following years. The book page 4, 4, [illegible] the course and the following year Benjamin Stuff was the teacher.

(5) [illegible]

Though [illegible], was not [illegible] [illegible] and had been [illegible] requirements in bookkeeping [illegible] to [illegible], the fact, there is [illegible] the [illegible] Business College for a year. He did [illegible] to [illegible] the [illegible] of the [illegible] [illegible]. He prepared and published a [illegible] [illegible], which [illegible] in [illegible]. In the [illegible]

in the department [illegible], [illegible] were brought in.

His [illegible] in the [illegible] [illegible] [illegible], [illegible] [illegible], In 1880, [illegible] [illegible] as head of the [illegible] [illegible] in [illegible] [illegible]

Glade, who held it until 1915.

Meanwhile a number of business courses, in addition to bookkeeping, had been brought into the department, prominent among them being stenography. Early in the history of the school James E. Talmage had done some stenographic work and had taught a few students. Following him came Hyrum A. Anderson and E. H. Holt.

On the retirement of Professor Glade in 1915, Professor Holt was made head of the department and remained in the position until 1921.

(2) COLLEGE OF COMMERCE

On the reorganization of the University under the administration of President Harris in that year, the College of Commerce, Accounting, and Business Administration was established with Dean H. V. Hoyt at the head. Dean Hoyt held the position until 1931, when he went to a school in the Northwest. Herald R. Clark became acting dean; in 1934 he was made dean, a position he still holds. Dean Hoyt has returned to the school, and with the combined efforts of these two and their assistants, the College has become a model of thoroughness and efficiency.

(3) THE INTERMOUNTAIN COMMERCIAL CONTEST

The enterprise that has characterized the history of the College of

Clubs, who held it until 1920.

Meanwhile a number of business ventures, in addition to intercollegiate, had been brought into the department, prominent among them being athletics. Early in the history of the account above E. Dillwyn had been very enthusiastic and had helped a lot therein. Following his death Lyman C. Cushman and E. H. Holt.

On the retirement of President Clark in 1919, President Holt was made head of the department and remained in the position until 1921.

(3) COLLEGE OF COMMERCE

In the reorganization of the University under the administration of President Harris in that year, the College of Commerce, Accounting, and Business Administration was established with Dean E. T. Kelly at the head. Dean Kelly held the position until 1921, when he went to a school in the Northwest. Harold E. Stark became acting dean in 1921 or was made dean, a position he still holds. Dean Kelly has returned to the campus, and with the combined efforts of these two and their assistants, the College has become a model of thoroughness and efficiency.

(4) THE INTERCOLLEGIATE COMMERCIAL CONTEST

The enterprise that has characterized the history of the College of

Commerce is exemplified in the Commercial Contest given annually by the College. It had its origin in 1925 as the State Commercial Contest under the initiative,

primarily, of E. H. Holt, and was later fostered by Dean H. V. Hoyt and Professor Rex Johnson. At first, the event drew contestants from schools throughout Utah County only, but later from all over the state, and also Nevada, Idaho, Wyoming, Arizona, and Colorado. Accordingly, the name was changed to the "Intermountain Commercial Contest." The contest normally attracts around 500 students from about 57 different schools.

At the outset, the contest included only two events, shorthand and typewriting. Later the contest was enlarged to bookkeeping. In order to make the competition equitable the schools were divided into two groups, the larger, Class A group, and the smaller, Class B, each school competing with members of its own group. The contests are arranged also for students who have taken one year, two years, or three years of work. Brigham Young University gives tuition scholarships to the winning contestants. From the early days of the contest, it has been indebted to the courtesy of the Mountain States Telephone and Telegraph Company, the Utah Power and Light Company, and the Utah Oil Refining Company for giving a loving cup to each of the three schools

Commerce is simplified in the Commercial Contest given annually by the Philadelphia Ledger. It has its origin in light as the State Commercial Contest under the initiation,

personality, of S. S. Ball, and was later financed by Isaac H. Kerr. The Pittsburgh Dispatch. In first, the women have undertaken from schools throughout this County only, but later from all over the state, and also Ohio, Idaho, Illinois, Arizona, and California. Institutionally, the work has changed to the "Pennsylvania Commercial Contest". The contest normally attracts around 300 students from about 37 different schools.

In the winter, the contest includes only two events, shorthand and typewriting. Later the contest was changed to bookkeeping. In order to make the competition equitable the schools were divided into two groups, the larger, Class A group, and the smaller, Class B, each school competing with members of its own group. The contests are arranged also for students who have taken one year, two years, or three years of work. Medals Cup Diplomas are given within subscribing to the standing instructions. From the early days of the contest, it has been limited to the territory of the Bonneville Pipe Telephone and Telegraph Company, the Ohio Power and Light Company, and the Ohio Oil Refining Company for giving a living cup to each of the three schools

with the highest combined team average for the first and second year events; however, the sixteenth annual contest, in 1940, was indebted to Zion's Cooperative Mercantile Institution, the Wasatch Southern Gasoline Company of Pleasant Grove, and the Deseret News for the three combination awards given. These firms made contributions again in 1941. In as much as this contest has been the largest of its kind in the country, the Gregg Publishing Company and the Southwestern Publishing Company have been keenly interested in the contest and have given considerable help. The Southwestern Publishing Company gives

a silver loving cup to become the permanent property of any school winning the 1st year bookkeeping award three times.

The results are an increased interest in commercial education, better teaching of commercial subjects, and an increase in the average speed of shorthand and typewriting of the students in the various high schools throughout Utah and Intermountain States. At the early contests, the dictation for shorthand was 60, 70, and 80 words per minute for the first year students, and 80, 90, and 100 for the second year students. Now the shorthand dictation begins at 80, and 90 words per minute for first year students, and at 100 and 110 for the second year students. Another result of the Contest is the

with the digest-reading team average for the first and second year students, the difference remains unclear; it that, was limited to Alan's Comprehensive Secondary Institution, the Bantam Textbook Company or Pleasant Town, and the Interest Here for the three remaining students. These firms made considerable sales to 1961. In so much as this project has been the largest of its kind in the country, the Great Publishing Company and the Continuous Publishing Company have been deeply interested in the contest and have given considerable help. The Continuous Publishing Company gives

a study leaflet and to secure the personal property of any school visitor the 1st year textbook-giving award there first.

The results are in increased interest in commercial education, better teaching of commercial subjects, and an increase in the average speed of shorthand and typewriting of the students in the various high schools throughout that Ohio and International States. At the early contests, the dictation for shorthand was 60, 70, and 80 words per minute for the first year students, and 80, 90, and 100 for the second year students. But the shorthand dictation speeds at 60, and 90 words per minute for first year students, and at 80 and 100 for the second year students. Another result of the contest is the

discovery of unsuspected ability in such students as Mrs. Beth Beal Moore and Mrs. Marjorie Seegmiller Love. These two young women participated in National Typewriting Contests and reached third place. Pansy and Helen Hansen each placed first in National contests. The B.Y.U. contest has featured a spirit of fair play and good sportsmanship on the part of the contestants, which has resulted in a valuable discipline. Training in shorthand not only develops speed in writing and transcribing shorthand but also carries over, and, to a large extent, improves the student's ability in spelling, grammar, and punctuation.

On many occasions the contest has featured world champion typists and shorthand writers who have demonstrated before the students. This enables the students to get acquainted with the world champions and see them using their spectacular skill.

(2) JOURNALISM

The first work in journalism at Brigham Young University was given in the year 1916-17. At that time Professor N. L. Nelson offered a course outlined in the catalogue as follows:

> Journalism--This course will review the fundamentals of good copy, such as spelling, punctuation, grammer, the preparation of manuscript, and proofreading; and will consider at length those principles of style which made for directness and simplicity in

discovery of unexpected ability in such students as Mrs. Ruth Dell Moore and Mrs. Dorjorie Dougliby Lowe. These two young women participated in National Typewriting Contests and received high place. Miss Jane Bales Sheets was placed first in National contests. The S.T.C. contest has fostered a spirit of fair play and good sportsmanship on the part of the contestants, which has resulted in a valuable discipline. Training in shorthand not only develops speed in writing and transcribing accurately but also carries over, and, to a large extent, improves the student's ability in spelling, grammar, and punctuation.

Of many occasions the success that featured world champion typists and shorthand writers who have demonstrated before the students. This enables the students to get acquainted with our world champions and see them using their spectacular skill.

(2) Journalism

The first work in journalism at Brigham Young University was given in the year 1912-13. At that time Professor E. L. Sloan offered a course outlined in the catalogue as follows:

> Journalism--This course will review the fundamentals of good copy, such as spelling, punctuation, grammar, the preparation of manuscripts, and proofreading, and will emphasize at length these principles of style which make for directness and simplicity in

sentence structure. Invention will be confined mainly to material embodied in the experience of the student, and will be directed to themes suitable for local papers and magazines.

The course was not given the following year, and no further effort in the direction of journalism was made until the year 1920-21. In that year Professor J. Marinus Jensen, who had had experience as a reporter inaugurated and taught a class in newswriting, described in the catalogue as "a course in newsgathering and writing and copy-editing, with the campus and city as the field of activity."

In the year 1924-25 this course was taken over by Professor Harrison R. Merrill, a former newspaper man. In 1926-27 he added editorial writing and feature writing to the journalism work, and other courses in the following years, necessitating the bringing in of new teachers. With interest continuing to grow, journalism was segregated from the English Department, and the Department of Journalism established in the year 1936-37. On the sudden death of Professor Merrill in the summer of 1938, Professor Jensen was appointed acting head of the department pending the return of Professor Carlton Culmsee, a member of the Journalism faculty, who was at the time doing graduate work in journalism at the University of Iowa. Since his return in the spring of 1940, with his Ph.D. degree, Dr. Culmsee, as head of the Department, has introduced a number of new features and the Department is

academic structures. Innovations will be confined mainly to material additions in the experience of the student, and will be directed to places available for based papers and seminars.

The course was not given the following year, and no further action in the direction of journalism was made until the year 1970-71. In that year Professor C. Martin Jensen, who had had experience in a regularly functioning and taught a class in newswriting, convinced the writing of "course in investigative and writing and copy-editing, with the emphasis and style in the field of activity."

In the year 1974-75 this course was taken over by Professor Harrison S. Morrill, a former newspaper man. In 1974-75 he added editorial writing and feature writing to the journalism work, and later courses in the following years, necessitating the bringing in of new instructors. With instant addition to core, journalism was separated from the English department, and the department of journalism established in the year 1976-77. On the sudden death of Professor Morrill in the summer of 1976, Professor Jensen was appointed acting head of the department leading the return of Professor Carlton Gilmore, a member of the Journalism faculty, who was at the time doing graduate work in Journalism at the University of Iowa. Since his return in the spring of 1980, with his Ph.D. degree, Dr. Gilmore, as head of the department, has introduced a number of new features and has increased the

making rapid progress.

(3) CONFERENCE OF HIGH SCHOOL JOURNALISTS

The Conference of Intermountain High School Journalists was begun in 1933 under the direction of Professor Harrison R. Merrill, then head of the Journalism Department. The idea came originally from Ray McGuire, "Y" News editor, who believed that high school journalists would benefit from contact with the B.Y.U. journalism instructors and with others who would be brought in for the conference.

Customarily the conference consists of the following features: A morning general assembly at which the conference guests hear addresses of welcome and talks of general interest followed by sectional meetings addressed by specialists in newspaper editing and reporting, yearbook preparations, and advertising; and in the afternoon, another general assembly followed by more sectional meetings with panel discussions of typical problems. At noon there is usually a luncheon for journalism advisers for whom a speaker is provided. Besides B.Y.U. faculty members, the speakers include prominent editors and business managers of Utah newspapers, and reporters and columnists who have distinguished themselves.

The Journalism Department is interested in having high school journalists

(7) Conference of Elementary High School Journalists

The Conference of Intermediate High School Journalists was begun in 1928 under the direction of Professor Burton E. Morrill, then head of the Journalism Department. The idea came originally from Jay Jackson, "J" Jackson, who believed that high school journalists could benefit from contact with the U.W.M. Journalism Department and with others who could be brought in for the conference.

Currently the conference consists of the following features: A morning general assembly at which the conference guests hear addresses of welcome and talks of general interest followed by sectional meetings addressed by specialists in newspaper editing and reporting, yearbook preparations, and advertising; and in the afternoon, another general assembly followed by sectional meetings with panel discussions of typical problems. In recent years there has usually a luncheon for journalism advisers for which a speaker is provided. Besides U.W.M. faculty members, the speakers include practical editors and business managers of Milwaukee newspapers, the engravers and colleagues who have distributed yearbooks.

The Journalism Department is interested in having this annual Journalists

know about the resources of the department. It desires to set up high ethical standards and to stimulate interest in better secondary school journalism. Efforts have been made to better the quality of high school newspapers by conducting contests in newspaper work and offering criticism services. Scholarship awards are given to the high school students who do the best work in writing contests conducted at the journalism conference.

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A new feature was introduced at the conference held in December, 1940. When Mr. Simpson, assistant city editor of the Salt Lake Tribune, was presented with a gold medal by the Journalism Department in recognition of the excellence of his story, "Wreck of the Streamliner." which was included in the book, Headlining America, as one of the best newspaper stories of 1939.

From 450 to 500 students and from 40 to 60 advisers annually attend the journalism conferences.

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XI

(1) THE FINE ARTS

To live, man must have the essentials of life; but what are these essentials? Granted that he must have a domicile to provide safety, convenience, and perhaps some degree of comfort; clothing to keep him warm and maintain the respect of society; and food to maintain life, and keep him

have about the resources of the department. It desires to set up high school advisers and to stimulate teachers to better recreation school journalism. Efforts have been made to better the quality of high school newspapers by conducting contests in newspaper work and attaching criticism services. Considerable awards are given to the high school students and to the best work in writing contests conducted at the journalism conference.

XX.

A new feature was introduced at the conference held in December, 1940. Dean Mr. Ridgway, instructor city editor of the Daily Lone Tribune, was presented with a gold medal by the Association Superiores in recognition of the excellence of his story, "Week of the Convention," which was included in the book, Qualifying Exercise, as one of the best newspaper stories of 1940. From 400 to 500 students and from 40 to 50 advisers annually attend the journalism conference.

(b)

XI

(a) THE FIRE ARTS

In life, one must have the essentials of life; and most are those essentials. Desired that be some here a benefit to provide safety, warmth, light, and provide some degree of comfort; clothing to keep the warm and maintain the security of society; and food to maintain life, one keep one

physically and mentally fit. But as man grows in intelligence and inlightenment, there comes a demand for a greater grant; in addition to the necessities mentioned, if he is to live fully, his faculties of appreciation must be trained. Thus prepared, it becomes further necessary, if he is to lead a rich life, that he be given the opportunity to hear sublime and beautiful music, see the majestic and the uplifting in art, and feel inspiring emotion in speech.

These things can be made to help him in the greatest of all achievements, the living of the Christian life.

(2) MUSIC

Music is a handmaid of religion. As such it must of necessity be significant in a school that puts emphasis on religious training. At the beginning of the first Academic year, Principal Karl G. Maeser organized a choir with himself serving both as conductor and organist.

From this beginning Principal Maeser looked forward to a more expanded program. The opportunity for the establishment of a music department came in the Academic year 1878-79. The story of how the organization was brought about is told in the Young Woman's Journal (Vol. III, p. 338) by the editor, Mrs. Susa Young Gates:

One day, some weeks after the opening of the school, Brother

physically and mentally fit. But as one grows in knowledge and maturity, there comes a desire for a greater power. In addition to the necessities mentioned, if he is to live fully, his knowledge of supernatural must be trained. Thus prepared, it becomes further necessary, if he is to lead a full life, that he be given the opportunity to have religious and beneficial needs, see the majestic and the uplifting in art, and feel inspiring emotion in poesy.

These things can be made to help him in the greatest of all achievements, the living of the Christian life.

(2) Method

Music is a handmaid of religion. As such it must of necessity be adjustment in a school that just neglects the religious training. In the beginning of the first Academic year, it was felt that a Senior organized a choir with himself serving both as conductor and organist.

From this beginning Principal Shaner looked forward to a more extended program. The opportunity for the establishment of a music department came in the Academic year 1929-30. The story of how the organization was brought about is told in the Tower Bearer's Journal (Vol. III, p. 288) by the active, Rev. Isaac Jones Grimes

One day, some weeks after the opening of the school, Brother

Maeser was walking home with myself and my mother, when my mother mentioned to him that she sould like me to arrange to give some music lessons while in school.

"Does Miss Susa understand music well enough to give lessons?" he asked, standing still in the middle of the road and planting his stick down to emphasize his question.

"Of course she does; she has given lessons ever since she was fourteen," was the answer.

"I must think of that," said Brother Maeser musingly, and forthwith there spring into his brain the inspiration which made the music department a feature of the Academy for all time. There had been some hours once a week devoted to the practicing of hymns under the guidance of that faithful choir leader, Brother James E. Daniels, but they were irregular and unsatisfactory because of the many duties which prevented Brother Daniels' regular attendance.

Within a few days a formal department was opened for the study of vocal and instrumental music. There was no piano in the Academy, and I baught one for myself and placed it in the building for use as long as I remained there. A room was set apart for the Music Room, and it was carpeted, hung with pictures, and windows draped with lace, and in fact, it was made as cozy and pretty as limited means and unlimited interest could make it....

The weekly routine of work for the teacher included two weekly half-hour lessons given to twenty-two pupils, making forty-four lessons a week, with five vocal half-hours devoted to the study in the various departments of vocal and theoretical music. Besides this were the two-hour practices given the choir, and as we gave three or four concerts or entertainments during the winter, the practices took a great deal of time and work.

Prominent among the musicians who followed Susa Young were Professor Henry E. Giles in vocal and Miss Ottilia Maeser in instrumental music. At a concert given in May, 1892, all the numbers rendered, both words and music, had been composed by teachers and students of the school. The number attracting supreme attention was a piano selection telling "in harmonious and stirring melody" the history of the school, including the fire and the march from the warehouse to the new building.

However, our waiting room with special seat by window, close by window mentioned to him that she would like me to arrange to give some music lessons while in school.

"Does this Miss Blake instrument music well enough to give lessons?" he asked, standing still in the middle of the room and glancing his white-haze by eyeglasses his question.

"Of course she does; she has given lessons ever since she was fourteen," was the answer.

"I meet white of late," said Dorothy Hunter musingly, and instantly those spring into-his thoughts the Employment which made the music department a feature of the looking for all when. There had been some hesitation a book devoted to the publishing of lower rather the publication of that publication which tempts, Dorothy Hunter, Beulah, but they were irregular and unsatisfactory because of the many duties which prevented Dorothy Beulah' regular attendance.

Within a few days a formal department was opened for the study of vocal and instrumental music. There was no piano in the building, and I bought one for myself and placed it in the building for use as long as I remained there. A room was not given for the music department, and it was occupied, long with piano, and violins-tuned while time, and in fact, it was such as only and pretty as limited means and unlimited interest would make it.....

The morning position of head for the Teacher included two weekly half-hour lessons given to twenty-five pupils, meeting forty-five lessons a week, with from about half-hours devoted to the study in the various departments of vocal and instrumental music. Besides this were the rub-door practices given the choir, and as we gave time or four concerts or entertainments during the winter, the practicing kept a great deal of time and work.

President Hodge the institution who followed Dean Tenny was Lyndhurst Hardy E. Gibbs in vocal and his orchestra teacher is instrumental music. As a concert given in May, 1898, all the teachers practiced, their works and music, but been engaged by managers and students of the school. The season attracting supreme attention was a piano selection telling "in Dreamland and strange relics" the history of the school, including the film and the block tripe the warehouse to the new building.

Further departmental development came through the efforts of Anthony C. Lund, a truly great musician. After having studied

at the Leipsig Conservatory of Music, he taught at Brigham Young in 1897-98. The following year he returned to Leipsig while John J. McClellan, afterwards famed organist at the Salt Lake Tabernacle, took his place as music instructor at the Academy. Having graduated from the Leipsig Conservatory, Professor Lund, in 1899, resumed his work at the school. In 1901 he was joined by Albert Miller, an excellent German musician who had become a member of the L.D.S. Church and had emigrated to America. The two made a strong team, Professor Lund giving instruction in theory, voice culture, chorus work, and piano, while Professor Miller organized and conducted a band and an orchestra, and gave instruction in playing the violin and wind instruments.

The following year the music faculty was still further strengthened by the addition of Claire Reid, a student of the New England Conservatory of Music, and by other musicians. The 1902-03 catalogue gives the following roster of the school of music faculty: Anthony C. Lund, director and professor of vocal and instrumental music; Albert Miller, assistant professor of music, conductor of band and orchestra, Claire Reid, accompanist, instructor in piano. In 1905 Robert Sauer, another German musician, was

Further departmental developments were brought the efforts of Anthony G. Lund, a truly great musician. After having studied

at the Indiana University of Music, he taught at Indiana State in 1957-60. The Philadelphia-born learned to implement while John C. McCallum, afterwards Choral conductor at the Ball State University, then has given as music instructor at the Academy. Having graduated from the Indiana Conservatory, Professor Lund, in 1960, resumed his work at the school. In 1963 he was joined by Albert Miller, an excellent German musician who had become a member of the I.S.U. faculty and had developed it therein. After his work a strong tenor, Professor Lund giving instruction in theory, voice culture, chorus work, and piano, while Professor Miller organized and conducted a band and in orchestra, and gave instruction in playing the violin and wind instruments.

The following year the music faculty was still further strengthened by the addition of Charles Bell, a student of the Ohio Imperial Conservatory of Music, and by other musicians. The 1962-63 catalogue gives the following roster of the school of music faculty: Anthony G. Lund, director and professor of vocal and instrumental music; Albert Miller, teaching principles of music, conductor of band and orchestra; Claire Reid, accompanist, instructor in piano. In 1963 Albert Shaw, another German musician, was

made assistant instructor in band and orchestra. Before the 1906-07 year began, death claimed Professor Miller. His assistant, Robert Sauer, was made band director; and a new man, Moses Gudmundson, an accomplished violinist and able conductor, became director of the orchestra.

Having been called to fill the position of director of the Salt Lake Tabernacle choir, Professor Lund, in 1917, after

nineteen years service, left Brigham Young University for Salt Lake City. The Lund period in the music history of the school is a famed one. As a student of the Leipsig Conservatory he had become schooled in the best musical traditions of the time, and ever sought to dignify the art of music. Under his baton the University choir achieved distinction, and under his direction the school presented many fine operas, oratorios, and other choral works. In all this he was ably assisted by Claire Reid, an accomplished pianist and organist, and a teacher of great ability. The band and the orchestra, too, under well-chosen leadership, added to the fame of the Lund period.

Claire Reid followed Professor Lund as head of the department and continued the good work for three years; in 1920 he went to the McCune School of Music in Salt Lake City.

made musicians instructors in band and orchestra. Before the 1909-07 year

began, death claimed Professor Miller. His successor, Robert Henry, was

made head director, and a new man, Jesse Gildersleeve, an accomplished

violinist and able instructor, became director of the orchestra.

Having been called to fill the position of director of the Salt Lake

Tabernacle choir, Professor Lund, in April, after

eleven years service, left Brigham Young University for Salt Lake City.

The band gained in the music history of the school to a great one. As a

student of the Brigham Conservatory he had become schooled in the best

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works. In all this he was ably assisted by Clarke Reid, an accomplished

pianist and organist, and a teacher of great ability. The band and the

orchestra, too, under well-chosen leadership, added to the fame of the fine

period.

Clarke Reid followed Professor Lund as head of the department and

continued the good work for three years; in 1907 he went to the Denver School

of Music in Salt Lake City.

Professor Reid was succeeded by Florence Jepperson, a graduate of the New England Conservatory of Music. Her professional reputation has been well-established through a career as concert artist and choral conductor. Franklin Madsen came to the school in 1921, engaging in choral work and succeeding Moses Gudmundson, who had withdrawn from the University, as director of the orchestra. His teaching load being too heavy, Professor Madsen withdrew from the directorship of the orchestra, which, in 1924, was taken over by LeRoy J. Robertson, a graduate of the New England Conservatory of Music, and a gifted musician.

Progress and achievement have been characteristic of the department in recent years both in group and individual effort. In this progressive spirit, help and encouragement have been given by Dr. Gerrit de Jong, former student of music in Europe now Dean of the College of Fine Arts, and a scholarly member

of the Music Department, and efficient in many lines.

Among the achievements of the department should be mentioned the marriage of two leading members, Professor Madsen and Jepperson. Since that event they have enjoyed close professional cooperation. Through extended studies in great music centers each has been awarded the degree

Professor Todd was succeeded by Frederick Shepherd, a graduate of the New England Conservatory of Music. The professional repertoire has been well-established through a career as soloist, artist, and choral conductor. Twenty years later on the school in 1920, emerging in choral work and accompanying piano functions, who had withdrawn from the University, as director of the orchestra. His teaching load being too heavy, Professor Todd withdrew from the directorship of the orchestra, which, in 1929, was taken over by Leroy A. Anderson, a graduate of the New England Conservatory of Music, and a gifted musician.

Progress and achievement have been characteristic of the department in recent years both in group and individual efforts. In this progressive spirit, help and encouragement have been given by Dr. Harris de Berg, former student of music in Europe now Dean of the College of Fine Arts, and a scholarly member

of the Music Department, and artistic in many lines.

Among the achievements of the Department should be mentioned the marriage of two leading members, Professor Anderson and Sheperson. Since that event they have enjoyed close professional association. Through extended studies in great music centers each has been awarded the degree

of Doctor of Music. Dr. Florence J. Madsen has won recognition as a composer, a number of her compositions receiving wide recognition. At the present time she directs the Ladies' Glee Club. Dr. Franklin Madsen conducts the Mixed Chorus and the Men's Glee Club. Both are very efficient choral conductors and have given many splendid performances with their organizations, notable among them being Handel's The Messiah, annually presented at the Utah State Tabernacle.

While at the New England C onservatory of Music, Professor Robertson was a devoted student of the violin and became an excellent performer on that instrument. He also studied theory and composition. These studies he continued in Europe during his sabbatical leave of absence. Having thus added earnest endeavor to a natural gift, he has become an outstanding contemporary American composer. His "Quintette" for piano and strings was recently performed at Provo by the Roth String Quartett with E. Robert Schmitz as pianist. Other compositions have been rendered by various noted musicians.

An articitic achievement was the performance in 1936 for the first time in Utah of Bach's "Passion According to St. John" by a combination of chorus, orchestra, and organ under the direction of Professor Robertson.

of Doctor of Music. Dr. Clarence J. Sharbel has been recognized as a composer, a member of her composition repertoire each year. At the present time she is already the Institute's Dean. Dr. Franklin Mendel conducts the mixed chorus and the Men's Glee Club. Both may very efficient choral conductors and have given many splendid performances with their respectivities, notably among them being Handel's The Messiah, recently presented at the Ohio State Penitentiary.

Notable at the Ohio College of Conservatory of Music, Cincinnati Conservatory was a devoted student of the utility and theory on accordions performance in that institution. He also studied theory and composition. Since studying in Germany to focus during his accelerated career of academic. During some added average academic to a talented girl, he has become an instructing contemporary American composer. His "Salutation" for piano and strings was recently performed at Essen by the Bach Spring Concerts with E. Robert Schulz as pianist. Other compositions have been received by various noted musicians.

A artistic achievement was the performance in 1964 for the first time in Ohio of Bach's "Passion according to St. John" by a combination of chorus, soloists, and organ under the direction of Professor Sharbel.

Frequent concerts by the orchestra have kept up the reputation of that organization.

Bobert Sauer, as director of the B. Y. U. band, has made it one of the finest college bands in the country. He has also acquired a reputation for composing popular songs. His "Spring Time in the Rockies"--words by Mayy Hale--has been played and sung all over the world.

Professor William F. Hanson, teacher of Public school music, has also brought distinction to the school as a composer. A resident for many years near an Indian reservation in eastern Utah, he became familiar with the music traditions, and customs of the Indians, an experience that has enabled him to write three operas based on American Indian lore. One of these, "The Sun Dance," was recently performed by a professional cast in New York City, and received many favorable comments.

John R. Halliday, an ambitious young musician, came to the faculty in 1935. In 1938, on a leave of absence, he went to Rochester, New York, where he spent three years at the Eastman School of Music, receiving in 1941 his Ph.D. in music. He is rapidly assuming an important position on the faculty as teacher and conductor.

The acquisition of an organ for College Hall led to the appointment,

Prayers answered by the numerous hymns kept up the impression of that organization.

Henry Beck, an director of his E. I. O. band, has made it one of the finest college bands in the country. He has also acquired a reputation for composing popular songs. His "Spring Time in the Rockies"--words by Mary Dale--has been played and sung all over the world.

Professor William P. Bonnell, treasurer of Public School music, has also brought distinction to the school as a musician. A resident for many years on Dallas mountain in western Utah, he became familiar with the musical traditions, and customs of the Indians, an experience that has enabled him to write three operas based on American Indian lore. One of these, "The Sun Dance," was recently performed by a professional cast in New York City and received many favorable comments.

John E. Stirling, an athletic young musician, came to the Faculty in 1929. In 1929, on a leave of absence, he went to Rochester, New York, where he spent three years at the Eastman School of Music, receiving in 1931 his M.A. in music. He is rapidly assuming an important position on the faculty as teacher and conductor.

The negotiation of an organ for College Hall led to the appointment

in 1935, of J. J. Keeler as University organist. Mr. Keeler had been a student at Leipsig Conservatory and at the Royal College of Music in London. Since becoming University organist he has given many organ recitals in College Hall and the Utah Stake Tabernacle, among them being several devoted to the works of Bach and his predecessors.

The following private instructors rank high in the music profession: Richard P. Condie, A.B., noted singer and special instructor in vocal music; Margaret Summerhayes, A.B., gifted vocalist, instructor of music, and teacher of voice; Gustav Buggert, instructor in music, and teacher of cello and contrabass; Elmer Nelson, special instructor in piano; Hannah C. Packard, A.B., special instructor in voice; George W. Fitzroy, special instnuctor in piano.

Piano Gifts

T. N. Taylor, a leading Provo businessman and ecclesiast, has been a most generous and influential friend of the Music Department. In the winter of 1894-95 he secured for the school an Emerson Concert Grand piano as the joint gift of the Emerson Piano Company and Taylor Brothers Company. This gift has been followed by a number of others, including upright pianos and an additional Emerson Grand. On coming into contact with John Wanamaker,

in 1950, ed. A. J. Baker as distinctly superior. Mr. Bruler has been a student at Lofgrin Conservatory and at the Royal College of Music in London. Since presenting distinctly superior in his given many major recitals in College Hall and the Mark Twain Tabernacle, having been being invited invited to the works of Bach and his predecessors.

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The following private instructions were held in the music performance student T. Smith, B.A., metal singer and operatic instructor in vocal music. Sponsored Fraternities, A.B., gifted violist, University of music, and Member of voice; Charter Member, instructor in music, and member of music and curriculum; Elmer Nelson, special instructor in piano Samuel T. Rosenwald, A.B., special instructor in voice; George R. Fitzsey, special instructor in piano.

Piano Gifts

T. E. Triplar, a leading Irvo businessman and musicians, has been a most generous and influential friend of the Music Department. In the winter of 1929-30 he secured for the school Mr Director Dimmitt Brown piano to the joint gift of the Sherman Piano Company and Taylor Brothers Company. This gift has been followed by a number of others, including grafon pianos and an antiqued Bluthner Grand. In making this contact with Irvo University,

the wealthy Philadelphia and New York merchant, President Taylor had the boldness to suggest the gift by Mr. Wanamaker of a Schumacker Grand Piano to Brigham Young University. Mr. Wanamaker was surprised at the suggestion and saw no reason for making such a gift. But President Taylor was persistent and after some parleying, Mr. Wanamaker smilingly agreed to comply with the request. The final gift directed by President Taylor was a Knabe Grand presented by himself and Mrs. Taylor.

In 1934, a pipe organ was obtained from the Crest Theatre in Provo, J. M. Jensen, a faculty member, contributing the cost of the instrument, and the University and N.Y.A. meeting the expense of the installment in College Hall.

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The completion of the Joseph Smith Building brings a new demand, the installation of an organ that shall be in harmony with its magnificent environment. The school is looking forward to the placing of such an instrument in the near future.

(2) THE ART DEPARTMENT

The Brigham Young University Art Department, significant for its genuine service to students and to the community, had its origin in 1893. In that year, John Hafen was employed as art instructor at the B.Y. Academy, with Christine D. Young as his assistant. Hafen attempted to introduce quite an

the society Philadelphia and New York seemed, President Taylor had the boldness to suggest the gift by Mr. Rosenwald of a Rosenwald Park to Brigham Young University. Mr. Rosenwald was impressed at the suggestion and was so pleased for making such a gift. The President Taylor was presented and after some pondering, Mr. Rosenwald politely agreed to comply with the request. The final gift directed by President Taylor was a Music Hall presented by himself and Mrs. Taylor.

In 1924, a plan began was obtained from the Great Shelter in Provo, J. M. Jensen, a faculty member, predicated the need of the University and the necessity and M.I.A. moving the expense of the installment in College Hall.

The completion of the College Hall building brought a new problem, the installation of an organ that should be in harmony with the requirements. The student is looking forward to the placing of such an instrument in the near future.

(2) THE ART DEPARTMENT

The Brigham Young University Art Department, significant for its genuine service to students and to the community, had its origin in 1926. In that year, John Eaton was employed as art instructor at the B.Y. Academy, with

elaborate program of drawing, painting, and design. He secured the help of two young friends, John B. Fairbanks and Edwin Evans. These three artists with Loris Pratt had been sent to Europe in 1890 by the Church to study art and prepare themselves for the task of decorating the L.D.S. Temples. Most of their time while abroad was spent in the art schools of Paris, mainly in the Academy Julian.

The fact that well trained artists were employed to teach in the Academy is significant, but the interest of these young men was in their art, not in teaching; they preferred to paint, and so did not remain long. As Mrs. Christine D. Young gave the major portion of her time to dress making and domestic art, it became necessayy to secure another art teacher.

Accordingly, under the direction and advice of the administrative officers of the school, Aretta Young went to Columbia University. Here she studied with Arthur Wesley Dow, a great American teacher who emphasized composition and introduced the principles of design into American schools. Miss Young was an excellent student and became an inspiring teacher.

Hundreds of students are grateful to her for her help in stimulating them to explore the beauties of nature and art.

elaborate program of drawing, painting, and design. In answer the call of two young friends, John E. Fitzsimons and Edwin Evans, Jones threw artists with large fists but been sent to Europe in 1910 by the Guards to study art and prepare themselves for task of decorating the L.A.M. Temples. Each of their rims while abroad was spent in the art schools of Paris, mainly in the Academy Julian.

The fact that well trained artists were employed in Tokyo in the Academy is significant, but the character of these young men was in fact art, but in technique they preferred to paint, and so did not remain long. In 1914, Tokyo's E. Young gave the major portion of her time to Greek dancing and dramatic art, it became necessary to secure another art teacher.

Fortunately, under the direction and advice of the administrative officers of the school, Kyoko Young went to Columbia University. Here she studied with Arthur Wesley Dow, a great American teacher who emphasized composition and introduced the principles of design into American schools. Miss Young was an excellent student and helped to inspiring teacher.

Hundreds of students was grateful to him for her help in stimulating them to explore the beauties of nature and art.

In the summer of 1903 Elbert H. Eastmond taught his first art class at the Brigham Young University. His appointment as head of the art department is an outstanding event for the school and indeed for the Intermountain West.

Professor Eastmond received his training at Pratt Institute at a time when the Arts and Crafts Movement was being enthusiastically accepted in America. This new program was motivated by the idea that art should find application in all things which are made by man. It was a reaction against ugliness of machine-made products during our parvenu period. It upheld the idea that the machine was robbing man of his inherent right to create. It emphasized the superiority of Hand-made things. Professor Eastmond enthusiastically introduced these ideas into this section of the West. He advocated the education of the head, the heart, and the hand. Through his influence a School of Arts and Trades was established in 1906 and continued until 1909-10 when the Church Teachers' College was organized with a Department of Fine Arts and Applied Arts.

The first faculty of the school of Arts and Trades included Professor E. H. Eastmond, Assistant Professor Aretta Young, Instructors Orson D. Campbell, Lucile Young, and Elsie Barrett. Later instructors, Albert Huish,

In the memory of 1984 Bishop E. Barnhard weighs his first and vision as true Belgian Sheep Dalmatian. His appearance is most of the six degrees- meet to an unknowing event for the school and taken the Dalmatian- meet.

Professor Barnhard received his training at Paris Institute at a time when the Arts and Crafts Museum was being extraordinarily energized in Europe. This new program was motivated by the idea that art should find application in all things which are made by man. It was a revolution against aspects of machine-made products during the Victorian period. It upheld the idea that the machine was creating one of the greatest right to beauty. It emphasized the superiority of hand-made things. Professor Barnhard enthusiastically introduced these ideas into his teaching of the Paris. In determined the education of the hand, the heart, and the head. Through his influence a School of Arts and Crafts was established in 1900 and functioned until 1919-20 when the Church Teachers' College was replaced with a department of Fine Arts and Applied Arts.

The first faculty of the School of Arts and Crafts included Professor E. H. Barnhard, Instructor Professor Anita Young, Instructors Irene B. Campbell, Hattie Young, and Elsie Barnett. Later instructors, Albert Hatch,

George C. Laney, and Hans Anderson were added to the Faculty.

After the organization of the Church Teacher's College in 1911, the name of the Department of Fine and A pplied Arts was changed to the Department of Fine and Manual Arts. In 1912 the name was again changed to Department of Correlated Arts. These names are all significant because they denote the trend

of Professor Eastmond's thinking. They are evidence of the ideas which he emphasized at different times.

During the period from 1907 to 1913, the following teachers were added to the department staff: Cornelius Salisbury, B. F. Larsen, May Ward, Vilate Elliott, and Bessie Eastmond. The course of study was enlarged to include home economics, needle craft, dressmaking, blacksmithing, joinery, babinet making, carpentry, free-hand and mechanical drawing, painting, stagecraft, pageantry, and many of the crafts.

In 1912-13 a more complete organization began to form. The Department of Correlated Arts embraced three distinct divisions, namely: 1. Fine and Applied Arts, 2. Mechanic Arts, 3. Household Arts, Later the Department of Correlated Arts was reduced to the Department of Arts. The Mechanic Arts and Household Arts were reorganized into separate new departments.

George C. Izenour, and their instructors were added to the faculty.

Across the superintendence of the Church Theater's building in 1923, the name of the Department of Fine and Applied Arts was changed to the Department of Fine and Dramatic Arts. In 1929 the name was again changed to Department of Correlated Arts. There were now six administrative divisions, each having its head.

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of Professor Hartwood's training. They are reminded of the times which he experienced as different times.

During the period from 1917 to 1923, the following teachers were added to the department staff: Dorothie Dalloway, E. F. Lawson, Fay Hall, Vilate Elliott, and Dwain Esmond. The course of study was enlarged to include home economics, public staff, dressmaking, textiles, history, fashion making, carpentry, tree-house and mechanical drawing, painting, stagecraft, pageantry, and many of the crafts.

In 1921-22 a more complete organization began to form. The Department of Correlated Arts embraced three distinct divisions, namely: 1. Fine and Applied Arts, 2. Dramatic Arts, 3. Household Arts. Later the Department of Correlated Arts was reduced to the Department of Arts. The Dramatic Arts and Household Arts were reorganized into separate new departments.

One of Professor Eastmond's favorite subjects was pageantry. This gave him an opportunity to direct large groups of people and serve the public through his work in the art deparment. He tried to harmonize the plastic arts with music and speeck.

During the period when craftswork was being introduced and emphasized in the Brigham Young University, Professor Eastmond was assisted by Calvin Fletcher, a very able student, who was later appointed head of the art department in the Utah Agricultural College.

Water color painting was given special emphasis when Elsie Barrett became a member of the art faculty. Under her direction students made numerous flower and still life studies, and learned of pictorial composition.

Oil painting was given importance when Orson D. Campbell

returned from New York after a period of study in the Students' Art League. He had worked with Bridgman and Dumond. His interest in color was aroused by exhibitions of the work of the French Impressionists, which was being introduced into New York at that time. Professor Campbell is well known for his painting of mountains and wood scenes.

Bessie Eastmond Gourley gave valuable help in the teaching of China painting, design, and the various crafts.

Due to Professor Bartlett's travelling schedule the pageantry. This gave him an opportunity to attract large groups of people and score the public through his work in the art department. He tried to lessonize the placatia area with music and speech.

During the period when manifestos was being introduced and negotiated in the Brighton Fine University, Professor Bartlett was assisted by Calvin Blackmore, a very able artist, who was later appointed head of the art department in the Tulsa Agricultural College.

Some color painting was given special emphasis when Clair Bonnet, became a member of the art faculty. Under her direction students had essential flower and still life studies, and learned of primarily impressionism.

Oil painting was given importance when Orson B. Campbell

returned from New York after a period of study in the Bluemfrin' Art League. He had worked with Brighton and Bennett. His interest in color was aroused by exhibitions of the work of the French Impressionists, which he later introduced into the work at that time. Professor Campbell is well known for his painting of mountains and wood scenes.

Tonale Bartlett Blakely gave valuable help in the teaching of fine painting, design, and the various crafts.

There have been a number of other able assistants associated with the art department of the Brigham Young University, including William Crawford, Ted Bushman, Flora D. Fisher, Ethel Strauser Paul, and Walton Foulger.

Upon the death of Professor Eastmond, B. F. Larsen was appointed head of the department. He had been a member of the faculty since 1908 and had spent more than two years studying in Europe, had been a student of the University of Utah, the University of Chicago, and the Chicago Art Institute.

Edgar M. Jensen remained in the art faculty and Lynn D. Taylor and Verla Birrell were added.

Professor Jensen had studied in Stanford University, where he had majored in education and art. He had made special study in the pedagogy of art and has made important contributions in organizing work in advertising and commercial art.

After graduating from the Brigham Young University, Lynn D. Taylor went to California and NewYork to specialize in home architecture and interior decoration.

Verla Birrell graduated from the University of Utah, stadied in various art schools and traveled in Europe.

There have been members of other Ohio universities associated with the art departments of the Belgrade Young University, including Milton Crawford, Ted Gaitens, Glenn E. Fisher, Robert Alexander Pohl, and Milton Evelyn.

Upon the death of Professor Hardwood, H. F. Lowman was appointed head of the department. He had been a member of the Scottly Alpen Lift and had spent many years teaching young students in Europe, and been a student of the University of Paris, the University of Chicago, and the Chicago Art Institute.

Edgar H. Denson remained in the art faculty and Jane E. Taylor and Verla Blizzell were added.

Professor Denson had studied in Stanford University, where he had majored in education and art. He had made special study in the problems of art and has made important experiments in connecting work in advertising and commercial art.

Miss graduating from the Belgrade Young University, Lynn E. Taylor went to California and Boston to specialize in home economics and interior decoration.

Verla Blizzell graduated from the University of Paris, studied in various art schools and traveled in Europe.

The department's outstanding achievement is the acquisition of more than six hundred original works of art representing not only the creations of leading Utah artists, but also representative work by famous men and women living in other parts of America. These works of art include paintings in various media, etchings, drawings, monotypes, sculpture, lithographs, and block prints. They represent various phases of American art from conservative to modern.

Artists represented in our collection include Robert Brachman, George Elmer Browne, John F. Carlson, Jay Conway, John E. Costigan, Jon Carbine, Elliot Dangerfield, Maynard Dixon, George Pierce Ennis, Fern Gary, Gordon Grant, Marie A. Hull, Peter Hurd, Haley Lever, Clarence Millet, Louis F. Mora, Margaret S. Pierson, Lee F. Randolph, Chauncey F. Ryder, Matteo Sandona, W. Lester Stevens, Anthony Thiame, John Law Walker, J. Alden Weir, John Wharf, and also many Utah artists.

A unique feature of the Brigham Young University Art Department Collection is the fact that it is made up in part

of a number of special memorial collections which include the following:

1. The George M. Ottinger Collection of nine pictures.
2. The Maynard Dixon Collection of eighty-five paintings and sketches.

The department's overwhelming emphasis on exploitation of some that six hundred original works of art representing not only the creations of leading Utah artists, but also representativeness by famous men and women living in other parts of America. These works of art include paintings in various media, woodcuts, drawings, monotypes, sculptures, lithographs, and block prints. They represent various phases of American art from conservative to modern.

Artists represented in our collection include Robert Henderson, George Elmer Brown, John F. Carlson, Jay Conroy, John E. Costigan, Jon Corpis, Milton Hampertsumi, Edward Moran, George Pierce Ennis, Ross Santy, Charles Owen, Merle A. Hall, Peter Hurd, Haley Lever, Clarence Miller, Louis F. Ream, Margaret L. Thomas, Ian F. Ramsay, Gregory F. Ryder, Marion Hudson, W. Lester Stevens, Rodney Thomas, John Ian Walker, J. Alden Weir, John Wharf, and also many Utah artists.

A unique feature of the Brigham Young University Art Department Collection is the fact that it is made up in part

of a number of special memorial collections which include the following:

1. The George R. Gallager Collection of nine pictures.
2. The Edward Alden Collection of eighty-five paintings and sketches.

3. The Lee Greene Richards Collection of thirty-five paintings.

4. The James T. Harwood Collection of ninety pieces, including paintings, etchings, and drawings.

5. The John Hafen Collection of twenty-four paintings.

6. The John B. Fairbanks Collection of sixteen paintings.

7. The Elbert H.Eastmond Collection of sixty-four items, including paintings, drawings, etchings, block prints, and monotypes.

8. The John Willard Clawson Collection of eighty-five paintings and drawings.

9. Other collections containing from three to twenty paintings each.

These special collections give students and others interested in art history and appreciation an adequate conception of the artists' achievements.

In the accumulation of this unusual collection of original works of art, the department staff gratefully acknowledges the wise and generous assistance of President Franklin S. Harris, the enthusiastic and untiring efforts of Dean Herald R. Clark and the fine cooperation and support given by other members of the University faculty.

Besides the regular students, many mature men and women have taken advantage of the facilities offered by the Brigham Young University Art Department to develop their understanding and appreciation of art and also to acquire skill in some

creative activity, such as painting or craftwork which may be pursued as a hobby or a vocation.

4. The Lee Simmons Kennedy Collection of thirty-five paintings.

5. The Jessie T. Barnard Collection of ninety gloves, including paintings, sculptures, and drawings.

6. The John Baker Collection of twenty-four paintings.

7. The John E. Malvasia Collection of sixteen paintings.

8. The Albert E.Sherwood Collection of eighty-five items, including paintings, drawings, sculpture, blown glass, and ceramics.

9. The John Allard Gleason Collection of eighty-five paintings and drawings.

10. Other collections consisting from three to twenty paintings each.

These special collections give students and others interested in art history and appreciation an integral component of the artists' achievements.

In the accumulation of this several collection of original works of art, the department staff gratefully acknowledges the time and generous assistance of Franklin Franklin E. Morris, the enthusiastic and exciting efforts of Dean David T. Clark and the free cooperation and support given by other members of the University family.

Besides the regular students, many fellows who not yet were have taken advantage of the facilities offered by the Longwood University art department to develop their understanding and appreciation of art and also to acquire skill in some

creative activity, such as painting or sculpture which not to pursued as a hobby or a vocation.

The art department has emphasized the training of teachers. Its graduates hold important positions in the schools of Utah and other states. Graduates also find employment in other fields, including industrial design, commercial art, and interior decoration.

A close correlative relationship has been maintained with other departments in the University.

New courses have been added and all courses have been changed and enriched to meet the demands of growth. There has, from the first, been an attempt to offer opportunities for art appreciation for all, and special intensive training for the smaller number who expect to specialize in art.

(2) SPEECH

The requisition for public speaking in the various organizations of the Church and in the missionfield puts a high premium on training in oral expression. Also the stress placed by the Latter-day Saints on wholesome entertainment, including theatrical performances and dramatic readings, greatly enhances the value of such training.

At the beginning of the Academy, Karl G. Maeser, himself a sincere and fervid--sometimes impassioned--speaker, took great interest in training students of his Fifth Reader class in effective reading. Among his favorite selections in addition to many from the scriptures were "Hamlet's Soliloquy" and Schiller's

The arts department has emphasized the teaching of theatre. The graduate-

level department specializes in the research of film and other media. Undergrad-

uate film originated in other fields, including anthropological theory, cinematogra-

phy, and literary criticism.

A strong curriculum relationship has been maintained with other departments

in the University.

The courses have been added and all courses have been changed and evolved

in part the because of growth. Since then, from the first, been in attempt

to offer opportunities for art regardless the will, and special immediate

funding for the media based who appear to operation to pro-

(2) [illegible]

The negotiation for public operating in the various organizations of the

theatre and in the constructivist point a high priority on training in real

experiences. After the scenes placed by the lecture-dog theatre in classroom

materialism, including theoretical performance and theoretic problems, greatly

enhances the value of such training.

As the beginning of the teaching, Earl G. Graves, himself a director and

teacher—scholarship improvement—program, been great interest in training students

of his first theater class in effective reading. Among his diversity achievements

he obtained in many from the workgroups were "Shelley's Antigone" and Schiller's

"The Diver." Nor were alll his selections either tragic or serious. On many occasions he caused his audience to send forth peals of laughter on his reciting

"The A.B.C.'s" or other humorous numbers. His son Rheinhard was a famous comedian. There are still some who will remember his German parody on "Barbara Fietche" with Stonewall Jackson's famous command:

> "If any von touches a hair of dot oldt bald head,
> Let him die like a mule. Go along."

With Rheinhard, James E. Talmage, afterwards a Ph.D. man and an Apostle, made "Box and Cox" a laughable farce.

(3) S S HAMIL, ELOCUTIONIST

In January, 1881, came such an elocutionary and dramatic stirring as the town had never seen. S. S. Hamil, with his wife, son, and daughter, all professional elocutionists, came to Provo and "sent the wild echoes flying." All over the town could be heard various intonations of "charcoal--charcoal--charcoal." Those who had never heard such expressions as "effusive," "expulsive," and "explosive," soon came to know very well these forms of speech. And expressions and gestures were simply marvelous.

Several recitals were given by the Hamil family among the numbers appearing on their programs being "Darius Green and His Flying Machine," "Poor Little Joe,"

"The Grove." He was still his unassuming self-a trifle or serious. In many occasions he caused his audience to shed tears gusts of laughter on his reciting

"The S.A.C.S." or other American numbers. This was Shakespeare's two-a famous condition. There are still some who still remember his famous parody on "Darkies Fairies" with Stanwell Jackson's famous recognition

"If any you lassies a bair of my John Jack Jack,
Let him die like a mate. Go along."

With Stanleyard, Jesse E. Talbot, affectedly a Ph.D. was not so gentle, made "Box and Cox" a laughable farce.

(3) S S Smith, Secretary

In January, 1921, come such as elocutionary and dramatic training as the Smith had never seen. S. S. Smith, with his wife, son, and daughter, all professional elocutionists, came to Provo and "took the city by storm." All over the land could be heard various interpretations of "Gunga-Din-Gunga-Din." Those who had never heard such expressions as "Effective," "Regulation," and "Regulator," then came to know very well these forms of speech. Not whymsicalness and gentleness were simply marvelous.

Several recitals were given by the Smith family about the numbers appearing on their programs being "Barbara Frietchie and Its Flying Banners," "Over Lilac Day,"

"The Smack in School," and "The Bird Song or Bobolink."

The coming of the Hamils was a real awakening for the school, and was to have a lasting effect. After their departure the work in elocution was carried on by two of the professor's pupils, J. M. Tanner and N. L. Nelson. Following them came many others, professionally prominent among them being Maud May Babcock, Miriam Nelke, and Walter Cluff.

(3) DEPARTMENT ORGANIZED

The department of Public Speaking and Dramatic Art was organized in 1920 with T. Earl Pardoe as head, during the last year of Dr. Brimhall's presidency at the University. In conformity with the growing practice in the United States, the department name was changed to "Speech" in 1928 and has been so designated since that time. Since the establishment of the department, the Brigham Young University has been instrumental in promulgating and assisting in the forming of The Rocky Mountain Forensic League, and had the honor of being host at the second session.

It sponsored the first Speech Tournament and Drama Festival in the West. The department inaugurated in this territory the festival idea, wherein the participants strive for an ideal rather than a first or second place. In this speech tournament every phase of speech activity is offered in the three

"The Slave." Her work will his motivations either tragic or serious. He

may sometimes be caused his audience to need truth people of laughter or

his reciting

"The A.E.C.'s" or other Lawrence members. His son Delivered was a Tension

condition. There are still ever who will remember his Cirque plously on

"Darling Darlene" with Drummond Absolute's Chorus movement

"If any woe Tremble a Belt of the risk Into Jump,
Let him die like a mule. Go stomp."

With Blackboard, Steve E. Thinker, affectionate a Ph.D. was not so Juvenile,

much "Sex and Sex" is laughable Force.

(4) [illegible] Entertainment

In January, 1967, Steve read an Elizabethan and Romantic literary to

the Town Hall Server Annex. E. V. Smith, with his story, song, and daughter,

all professional entertainers, came to Troyes and "Sand the wild Nature Flying."

All over the town could be heard various interpretations of "Shenanigans-

Shenanigans." Those who had never heard such expressions as "Nitwits," "Dopiness,"

and "Dopiness" Those seem to know very well Some Sense of Humor. And Shenan-

igans and Dopiness were highly memorable.

Several rentals were given by the Small Family among the musicians appearing

on their programs being "Darling Darlene and Her Flying Bandana," "Your Light Are,"

"The Smack in School," and "The Bird Song or Bobolink."

The coming of the Hamils was a real awakening for the school, and was to have a lasting effect. After their departure the work in elocution was carried on by two of the professor's pupils, J. M. Tanner and N. L. Nelson. Following them came many others, professionally prominent among them being Maud May Babcock, Miriam Nelke, and Walter Cluff.

(3) DEPARTMENT ORGANIZED

The department of Public Speaking and Dramatic Art was organized in 1920 with T. Earl Pardoe as head, during the last year of Dr. Brimhall's presidency at the University. In conformity with the growing practice in the United States, the department name was changed to "Speech" in 1928 and has been so designated since that time. Since the establishment of the department, the Brigham Young University has been instrumental in promulgating and assisting in the forming of The Rocky Mountain Forensic League, and had the honor of being host at the second session.

It sponsored the first Speech Tournament and Drama Festival in the West. The department inaugurated in this territory the festival idea, wherein the participants strive for an ideal rather than a first or second place. In this speech tournament every phase of speech activity is offered in the three

"The Queen is dead," and "The Earl Died on Sunday."

The member of the Health was a well remembered for the school, and was an hero a leading citizen. After their departure the visit is discussion was marked up by two of the professor's pupils, J. M. Turner and E. L. Blanc. relaxing then some very scenes, professionally produced among them being Hard Day Dawson, Mirror Falling, and Water Theft.

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(3) Department Curriculum

The Department of Public Speaking and Dramatic Art was organized in 1920 with T. Earl Pardon as head, during the last year of Dr. Swinnerton's presidency at the University. In association with the growing question in the United States, the department soon was changed to "Speech" in 1928 and the name as designated since then like. Since the establishment of the department, the Brigham Young University has been instrumental in promoting and assisting in the training of The Salt Lake Dramatic Dramatic Lessons and had the honor of being head at the second meeting.

It sponsored the first Debate Tournament and Drama Festival in the West. The department inaugurated in this territory the Western Lake, towards the participants number for an Debate Union than a first in around place. In this speech tournament every phase of speech activity is offered in the three

days' meet. The staging during the April Latter-day S aint Conference session makes the entire University plant available for the various activities. More than a thousand participants have been present at each of the recent sessions. In the April, 1940, session the following events were presented: debate, opera, forum, oratory, choral speech, dramatic readings, pantomine, extemporaneous speaking, retold story, humorous reading, radio broadcasting, and one act plays, in which the high schools of the Rocky Mountain States participate, those having less than 500 or more in the "A" division, and those having less than 500 in the "B" division. Some of the contests are run off in the segregated Boys' and Girls' divisions. The standard of play production and all speech activity in the West has considerably improved

since the exchange of ideas was made possible at these festivals. Original one-act plays, radio skits, and readings are encouraged; all forensic activitiy must be original.

The first two Greek-letter honorary fraternities on the campus came as a result of Speech Department initiation, Tau Kappa Alpha being the first one to remove all barriers of prejudice against "Mormon" fellowship. Entrance into the first of these fraternities was aided by such distinguished alumni as U. S. Supreme Court JusticeGeorge Sutherland, Senator Reed Smoot, and

days' work. The singing during the Greek Letter day-2 and Convocation weekend under the making University place available for the Sigma activities. Here then a thousand participants have been present at each of the recent conclusions. In the April 1980, weekend the collegiate events were presentations, opera, films, seminars, choral speech, research reading, punctuation, correspondence speaking, visual study, discussion reading, public broadcasting and one act plays, in which the high schools of the Greek speaking Sigma participants, those having been 300 as well in the "A" division, the those having been then 200 in the "B" division. Some of the contests are run off in the supplemental Sigma' and Gamma' divisions. The standard of play production and all phases relating to the meet has considerably improved

2nd

since the conference of these was made possible as three Districts. Original one-act plays, radio skits, and readings are encouraged; all literary activity must be original.

The first two Greek-letter honorary fraternities on the campus came as a result of speech department initiations, Tau Kappa Alpha being the first one to receive all services of publication against "Sigma" Philosophy. Shortness lies the first of these fraternities was aided by such distinguished alumni as E. Raymond Evans, Parliamentarian extraordinary, Senator Sam Ervin, and

Senator William H. King, and National President Charles H. Brough, who was once mayor of Ogden, Utah, and later became Governor of Oklahoma. Tau Kappa Alpha National Forensic Fraternity was the dynamic wedge into other national honor fraternities brought to the B.Y.U. campus since 1922.

The second national honor fraternity came to the University in 1924, when Theta Alpha Phi, honor fraternity for dramatics, was installed in the Little Theatre with twenty-four charter members. These two honor fraternities have been active groups on the campus ever since and have been responsible for many of the studentbody changes and improvements.

The first campus club to hold weekly meetings was organized as the Provo Drama Center in 1920 and has held weekly programs ever since.

This club has made the largest contribution to be made by any group to the Heber J. Grant Library, more than five thousand volumes having been presented during the past twenty years. Each season the Mask Club (name used for the Drama Center) elects to give the University some noteworthy present:

one year, it was books of Western History; another, a curtain for the Little Theatre; and in 1940, a beautiful mohair set of furniture for the new Radio Studios. The Mask Club also gives twenty-five dollars each year to the

Director William R. King, and Technical Director Charles E. Brough, now has made major of Cobb, Shaw, and Lutes become Director of Science. The Engineering Building Planning Committee was the dynamic design [illegible] based Distinguished Consultant to the B.I.T. campus since 1968.

The street railway ceased Tuesday night to the Interurban in 1934, when Terre Haute Ind., Indiana Transportation Co. Operation, was terminated in the Electric Theatre with jointly-free electric machine. These two Indiana Distinctive have been active people in the campus area since and have been responsible for many of the tremendously changes and improvements.

The first campus also is that jointly meeting was organized on the Terre Haute Center in 1920 and has held monthly programs ever since.

This club has made the largest contribution to the club by any group on the Date 1, Terre Haute Activity, more than twenty thousand volunteer having been present during the past twenty years. This means the Book club (same and for the Terre Center) alone raises the tuition more economically [illegible]

[illegible]

[illegible] 800

[illegible] year, it was Terre of Indiana Activity, meeting, a marble for the Little Theatre, and in 1940, a beautiful [illegible] set of furniture for the new Public Auditorium. The Book Club also gives twenty-five dollars each year to the [illegible]

outstanding junior in the Speech Department, while Theta Alpha Phi and the Mask Club give a fifty dollar government bond annually to the University toward a dramatic scholarship or other worthy project.

The stage at this time in College Hall has seen an evolution from an impossible front platform to one of the best electrically equipped stages in the West. At present, the lights and sounds are controlled from the rear of the auditorium, thus giving the play director absolute control of all stage business during the renition of a play.

Since the class of '21 gave College Hall the magnificent dark plush curtain, a very impressive and comprehensive list of nearly two hundred full length plays and operas have been staged. Among them have been many Shakespearean productions and other classics. In addition the department has staged more than four hundred one-act plays during the period, many of them original. The graduates of the department have been placed in many parts of the United States.

The radio Department was inaugurated in 1938. It has grown to be one of the best equipped studios in the West. Original scripts dealing with pioneer life are being presented. Programs originally presented in College Hall are given national "hook-up" through KSL of Salt Lake City and KOVO of

overseeing juries in the Queen's Department, while their clients the are the Queen City give a fifty dollar-a-month room assembly in the University house a dramatic substantiality to other varied projects.

The stage by this time is fairly full for there is no Swinburne from the Imperial Theatre plaintiff to one of the best administratively equipped stages in the West. In general, the lighting and sounds are adequate from the rear of the auditorium, thus giving the play director maximum control of all stage business during the rehearsal of a play.

Since the close of "Mr. Pope Indigo Dull the magnificent dance photo-mural, a very impressive and comprehensive list of mostly-not handled full length plays has opened have been staged. Many than have been seen Shakespeare production and other classics. In addition the department has staged more than four Canadian one-act plays during the period, many of them original. The productions of the department have been planned to meet parts of the Bristol Stakes.

The radio department was inaugurated in 1933. In the years it has had of the best frequent studios in the West. Original scripts dealing with pioneer life are being produced. Programs originally presented in studio hall are given national "hook-up" through CKC of Port Lake City and CKO of

Provo. Departmental and University Talent are utilized in weekly broadcasts. The "Trail of the Y" and "University Hour" are the featured series.

The Speech Department was one of the first in the west to offer work in speech correction and speech science. Laboratory equipment has been purchased and installed to give students of speech training in the fundamental scientific principles which underlie all branches of the applied speech arts. The lives of many of the school children of the West who have been handicapped by speech defects have been made happier by the help received from the speech correction program.

The background of scientific training in basic speech science and correction promises to result in a program of research by graduate students which will add materially to the body of knowledge about this most interesting human ability, speech.

In the work of building up the Speech Department Dr. Pardoe has received valuable assistance from Dean DeJong, Dr. Alonzo Morley, Mrs. Pardoe, Mr. Clinger, Miss Billings, and others.

XII

(1) EXTENSION DIVISION

The Extension Division, organized in the first pear of President Harris's

The Speech Department was one of the first to take part in other work in speech correction and speech science. Laboratory equipment was then purchased and installed to give students of speech training in the fundamental scientific principles underlying all branches of the applied speech arts. The time of many of the school children of the park who have been benefitted by speech efforts have been made happier by the help resulting from the speech correction program.

The background of scientific training in basic speech science and correction practice is result in a program of research to produce evidence which will add materially to the body of knowledge about this most interesting human ability, speech.

In the work of building up the Speech Department Dr. Jordan has received valuable assistance from Dean Dalton, Dr. Alonzo Murray, Mr. Taylor, Mr. Gilmer, Miss Billings, and others.

XII

(4) Extension Division

The Extension Division, organized in the first year of President Murray's

administration with Professor Lowry Nelson as director, was designed to extend the service of the University beyond the campus by means of correspondence and extension classes. This work has grown in popularily, especially among public school teachers and those contemplating entering the public school service. In the school year, 1939-40, there were 402 students who availed themselves of the opportunities presented by the Extension Division.

(2) LEADERSHIP WEEK

But the work of the Extension Division was not to be confined to carrying academic work beyond the campus; it was designed that the Extension Division should also bring parents and church workers usually considered beyong the school age back to the campus. In this concept lies the origin of Leadership Week.

After having conferred with the Superintendent of Church Schools and the general authorities of the Church, who had approved of the innovation, President Harris submitted to the Executive Committee at a session held December 9, 1921, the following plan for the first Leadership Week, to be held January 23-28, 1922:

General Committee to work with Director Lowry Nelson: H. R. Merrill, E. L. Roberts, W. H. Boyle, H. M. Woodward, and Ethel Cutler.

Suggestive departments and chairman: Scout and Beehive

Although faculty with graduate Lowry degrees as students, was employed to assist the director of the Delaware Lowry Degree in issues of neurologically and mentally ill children. This work has grown in popularity, especially among public school teachers and those coordinating supporting the public school service. In the school year, 1979-80, there were 600 students who availed themselves of the opportunities presented by the Delaware Division.

(5) IMPORTANCE WORK

But the work of the Delaware Division was not to be confined to servicing students who beyond the category in was defined from the Delaware Division would also bring parents and school workers usually consulted beyond the school age them to the campus. In this concept lies the origin of Saturday Work.

After having conferred with the Superintendent of Lowry Schools and the Lowry Authorities of the Court, who had approved of the Delaware Student Service Division as the appropriate facilities as a service unit December 3, 1971, the following plan for the First Saturday Work, to be held January 29th, 1972:

Several Committees to work with Director Lowry Schools: E. M. Morris, E. L. Roberts, W. C. Boyle, E. M. Goodwin, and Frank Cooley.

Supportive departments and students: Social and Special

Activities, C. F. Eyring; Genealogy and Temple Work, E. D. Partridge; Sunday School, J. W. Robinson; M.I.A., B. F. Cummings; Relief Society, J. C. Swanson; Primary, Hermese Peterson; Social and Recreational Work; E. L. Roberts; Music, Florence Jepperson; Pageantry, E. H. Eastmond; Public Speaking and Dramatic Art, T. E. Pardoe; Clerical Work, E. H. Holt; Home Making, Ethel Cutler; Priesthood Quorums, T. N. Taylor; Missionary Work, President Brimhall; Presiding Officers, J. M. Jensen; Business Administration, H. V. Hoyt; Teacher Training, M. P. Henderson; Health Problems, Dr. C. H. Carroll.

Leadership week proved to be a successful venture. There was a large attendance in 1922, representatives coming from many stakes of Zion; and the attendance has increased from year to year. In 1935 there were 83 stakes and six missions represented, and in 1939 the number of stakes was increased to 95 and the number of missions to eight. Leadership week has many interesting and varied features, the one outstanding series each year being the general assembly coming each day immediately after the luncheon hour, at which some member of the Presidency of the Church or the Council of Twelve is the speaker. At these sessions College Hall is filled to its utmost capacity.

To give a greater degree of distinctiveness to the respective Leadership Weeks, a new feature was introduced in 1925, the adoption of a central theme

Activities, C. E. Styles (Dewsbury and Dodge Ends), E. L. Tomlinson,
Derby Tunnel, J. K. Dickinson, M.I.C.E., R. F. Grossman, Relief Society,
A. C. Bowman Library, Barnum Pavilion Social and Recreational Hall,
E. G. Hewitt Stats, Electric Illuminating Industry, E. H. Bateman,
Public Baths and Dwelling Act, T. R. Pawley Clerical Work, J. C. Sain-
Time Saving, Wind Cutter, Pulsating Spores, T. G. Taylor, discovery that,
President Salaried, Presiding Officers, J. M. Owens Salaried Administration,
E. T. Toyn, Tender Training, R. V. Beaumont Public problems, Dr. G. D. Burrell.

Leadership was proved to be a successful venture. There was a large attendance in 1920, representatives coming from many places of Elmer and the attendance has increased from year to year. In 1925 there were 21 children and six adults represented, and in 1926 the number of classes the increased to 25 and the number of children to eight. Leadership was for many interesting and varied lectures, the one outstanding service was your being the greatest assembly meeting each day immediately after the Conference hour, at which some member of the Presidency of the Church or the Council of Twelve in the opening. At these meetings College Hall is filled to its utmost capacity.

To give a greater degree of distinctiveness to the preparative Leadership Week, a new feature was introduced in 1925, the adoption of a national theme

for the week. In that year the theme selected was the following: "The Home In the Heart of Civilization." Among the themes selected in the following years are the following: "Your Community and What you Make It," "Our Times," "Character in the Modern World," "Building Zion to Day," "Man's Quest for Joy," "Eternal Progression," and "The Truth Shall Make You Free."

(2) LEADERSHIP INSTITUTES

The success of Leadership Weeks held at Brigham Youn g University had led to the holding of local institutes in various other parts of the West. In these institutes there is a co-operation between Latter-day Saint stake officials and the University. B.Y.U. Professors attend these institutes and deliver lectures as arranged for.

(2) VISUAL AID SERVICE

The Extension Division has established and maintains a bureau of visual instruction library of 16 millimeter motion pictures, 35 millimeter film strips, and glass slides. Illustrative material for practically every course of the school curriculum is available. During the year 1939-40 it is estimated that 35,000 students ranging from kindergarten to college regularly viewed educational pictures from the bureau, and many hundreds of others attended occasional showings.

for the week. In that year the theme selected was the following: "The Hour is the Hour of Civilization." Among the themes selected in the following years are the following: "Your Community and what you make it;" "Our Town, Character is our Passport to Life;" "Building Life in Us;" "Man's Quest for Joy;" "Natural Prosperity;" and "The Truth Shall Make You Free."

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(2) LEADERSHIP INSTITUTES

The success of leadership training schools of Bishop Tuttle University and led to the setting of local institutes in various other parts of our work. In these institutes there is a co-operation between Junior-day School school officials and the University. E.T.S. Professors visited these institutes and delivered lectures on approved (?).

(3) VISUAL AID SERVICE

The Interdenom Bureau has established and maintains a Bureau of Visual Instruction library of 3 motion-picture machines, 50 silhouette (?) films, and glass slides. Illustrative material for practically every course of the school curriculum is available. During the year 1929-30 it is estimated that 25,000 students benefited from stereographs in village regularly viewed educational pictures from the bureau, and many hundreds of adults attended commercial showings.

(2) NATURE'S LABORATORIES

Utah valley is surrounded by mountains, from which flow numerous streams into Utah Lake, one of the few remaining vestiges of Lake Bonneville. On the sides of the mountains are to be seen the shorelines of the ancient lake, and in the mountains are to be found strata, waterfalls, and cirques for the geologist and geographer; fauna for the zoologist; and flora for the botanist. These features of the mountains are supplemented by natural phenomena of Utah Lake and vicinity. Utah Valley is the naturalist's paradise.

The early Timpanogos hikes, instituted by E. L. Roberts, were featured by lectures delivered by professors of the University, but as the hikes were participated in by ever-increasing numbers, the lectures had to be discontinued.

(2) ALPINE SUMMER SCHOOL

President Harris, however, felt that Brigham Young University, located in Utah Valley, should avail itself of the natural educational resources of the mountains. The opportunity manifested itself when the North Fork Investment Company presented Professor Roberts and President Harris each with a building site for a canyon home, and the University with a tract of land in North Fork of Provo Canyon, adjoining Aspen Grove, "for camping and such

(2) NATURE'S LABORATORIES

Tsaa Valley is surrounded by mountains, from which flow numerous streams into Tsaa Lake, one of the breathing resting of Lake Chamberlin. On the side of the mountains rise to be seen the snowfields of the Continental Ice, and in the mountains are to be found streams, inferiorities, and canyons for the geologist and geographers Tsaa for the naturalist and flora for the botanist. These features of the mountains are supplemented by natural phenomena of great lake and vicinity. Tsaa Valley is the naturalist's paradise.

The early Tsaaqaqan claim, instituted by E. L. Bancroft, were featured by intensificated by professors of the University, but as the time were participated in by even-interesting students, the decision had to be disappointed.

(3) ALPINE BOTANY SOCIETY

President Davis, however, felt that Brigham Young University, located in Tsaa Valley, should avail itself of the natural educational resources of the mountains. The opportunity materialized itself when the Davis Club Department changed presented President Bancroft and President Davis met with a building site for a canyon lamp, and the University with a tract of land in Davis Club at Tsaa Junior, adjoining Aspen Grove. The complex and also

other purposes as the school might wish to make of it." When President Harris submitted the matter to the Executive Committee August 15, 1921, J. William Knight was appointed to represent the committee in making a selection of the tract. The selection having been made, President Harris reported the matter to the Board of Trustees October 17, 1922.

The "other purposes" that the school might wish to make of the land were made clear when President Harris outlined to the Executive Committee on July 5, 1922, plans for conducting the Alpine Summer School at Aspen Grove, near the base of Mount Timpanogos. At theclose of the summer school President Harris reported that the session at Aspen Grove had proved to be eminently successful, the students being loud in their praise of the work accomplished and of the school as conducted there. Tents were used for the first term of the Alpine Summer School, but since that time a number of frame buildings for reading room and assembly hall, dining room, class rooms, dormitories, etc,

have been erected, and the Alpine Summer School has proved an important adjunct of the University.

(2) UTAH LAKE

In 1926 another natural laboratory was secured by the University, largely

whose purposes are this school might wish to serve of it." Dean President Harris submitted the matter to the Executive Committee during July 1963, at which time thought was suggested to supplement the wording = activities of the board. The additions having been made, President Harris reported his action to the Board of Trustees October 21, 1963.

The "other purposes" that the school might wish to serve of the board were made clear when President Harris recommended to the Executive Committee on July 8, 1963, given the remodeling the Algoma Dancer School at Algoma Drive, near the zoo of Lincoln Tingsbeen. At therefore of the summer school investment Harris reported that the Lincoln at Algoma Drive had proved to be extremely successful, the students being loud in their praise of the work accomplished and of the school as remodeled there. Harris were used for the first term of the Algoma Dancer School, but since then also a number of Fresh buildings for reading room and assembly hall, dining room, class room, furniture, etc.

The

were been erected, and the Algoma Dancer School has proved to important adjunct of the University.

(2) <u>[illegible]</u>

In 1963 service national investment was received by the University, largely

through the efforts of Dr. Vasco M. Tanner, head of the Department of Zoology and Entomology. An agreement was entered into with Provo City whereby the University was given access to the fauna and flora of Utah Lake for study purposes through the lease of a certain tract of land bordering on Utah Lake south of the mouth of Provo River. The agreement has resulted in valuable scientific activity on the shores of the lake.

XIII

(1) Gifts and Endowments

It is generally recognized that an institution of higher learning cannot be self-supporting. If the tuition charge be low the receipts will, of course, be entirely inadequate to pay off the cost of maintenance; if the tuition be raised considerably, the receipts will be subject to the law of diminishing returns, and the financial status of the school will probably be made worse. It becomes necessary, therefore, for an institution of higher learning to receive outside support, perhaps from the State or some Church, or by a liberal endowment. Frequently there is a combination of two of these sources.

Brigham Young Academy began its career as an endowed school, but its endowment was so small-due in a measure to the sudden demise of the founder-

through the efforts of Dr. Yves M. Tumor, head of the Department of Physics and Astronomy. An agreement was entered into with Tours City whereby the University was given access to the Loire and Cher of 3ha. land for study purposes through the lease of a certain tract of land bordering on Blue Lake south of the south of Tours City. The agreement has resulted in valuable scientific activity on the shores of the lake.

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(1) Gifts and Endowments

It is generally recognized that an institution of higher learning cannot be self-supporting. If the tuition charge be too low problems will, of course, be relatively inadequate to pay all the costs of maintenance; if the tuition be raised considerably, the college will be subject to the lack of distributing revenue, and the financial status of the school will probably be made worse. It becomes necessary, therefore, for an institution of higher learning to receive outside support, perhaps from the State or some church, or by a liberal endowment. Frequently there is a combination of two of these sources.

Eight Tours Academy began its career as an endowed school, but its endowment was so small due in a measure to the rather genius of inefficient-

that its early subsistence depended almost entirely on tuition, and its finances were therefore in a deplorable condition, especially for some years after the fire. Except for the devotion and self sacrificing spirit of the Board and Faculty, the school must have succumbed. But later it has had staunch and loyal supporters who, out of moderate incomes, contributed generously to further the interests of the school. First and foremost among these contributors are the tithe payers of the L.D.S. Church, who, through the Church, have contributed hundreds of thousands of dollars for the maintenance of the school. Without this support the school could not have maintained its existence.

(2) EARLY LIBRARY GIFTS

Early in the history of the school came a contribution

of books by a group of literary minded citizens who had established a circulating library during Provo's pioneer days. Further reference to this gift is made in the library chapter.

(2) A. O. SMOOT AND ASSOCIATES

The first individual contribution to the school after its founding was by Abram O. Smoot, President of the Board of Trustees and friend of the founder. When President Young said to his friend, "I desire you, Brother Smoot, to turn

that the daily chatterbox Gigamee always entirely in motion, and its

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Treasury step however is a dilapidated machine,especially for some years

after her firm. Though the the Jewish and self sharpening spirit of the

Dead sea Fruity, the school must have submitted. Her letter is too bad

stamina and light suggestive tea, and is hardly literary, statistical

practically to further the interest of the school. First and foremost

among these contributors are the stray pieces of the L.S.E. Times, and,

through the Church, have maintained backers of Dressmak of Oxford for

the maintenance of the school. Without this support the school could not

have maintained its existence.

(4) <u>Girls Literary Society</u>

Early in the history of the school, was a successione

of books by a group of literary minded citizens who had established a

flourishing literary society Frau's primary days. Further reference to this

girl's is made in the library chapter.

(5) <u>A. O. SMOKE AND ASSOCIATION</u>

The first individual contribution to the second stage the Dressing was

by Alpha O. Smoke, President of the board of Trustees and friend of the founder,

Miss President Young said in its print, "I desire you, Smoker Hall, to be

your influence and energies to the building up of the Academy." Brother Smoot accepted the charge with full sincerity of purpose, and devoted his best energies to making the Academy a great school in harmony with the views of Brigham Young.

President Smoot virtually became the foster-father of the institution. When it became apparent in 1882 that the school needed more room, he expressed himself to the Board with characteristic directness and force that he had determined to make some additions to the building without delay. He proceeded to build an addition on the east side of the Lewis building at a cost of $3,000/

Following this suggestive example, the Executive Committee of the Board, Harvey H. Cluff, Myron Tanner, and Wilson H. Dusenberry, in 1883, built on the north side, another addition to the Lewis Building at an expense of nearly $2,000.

The destruction by fire of the building and the two additions on January 27, 1884, demanded further effort on the part of President Smoot. He had just completed on the north of Center Street and the west of J. Street (now University

Avenue) a handsome two-story brick block to be used for a bank, a drug store

your influence and energies to the building up of the academy." Dreiser almost accepted the charge with full sincerity of purpose, and devoted his best energies to making the academy a great school in harmony with the views of Brigham Young.

President Smoot vigorously labored the remainder of the institution's term in income expenses in 1909 that the school needed more room, he expressed himself to the Board with characteristic directness and force that he had determined to make some additions to the building between daily. He proposed to build an addition on the east side of the main building at a cost of $4,000.

Relinquishing this aggressive energy, the executive committee of the Board, Harvey E. Cluff, Byron Cummings, and Milton H. Hardcastle, in 1909, built on the north side, another addition to the main building at an expense of nearly $2,000.

The determination to close of the building and the two additions on January 27, 1909, demanded further action on the part of President Smoot. He had just conferred on the merits of Junior Dreser and the west of C. Ernest (see Interview)

Lyman) a modern lay-study which seems to be used for a "well", a deep study

and offices. Instead of putting the building to the uses intended, he turned it over to the Brigham Young Academy for the remainder of the school year, for school purposes. President Smoot's generosity on this occasion was equaled by that of Samuel S. Jones, a Provo merchant, who likewise granted the use of his new store building to the Academy for the same period of time.

Through financial help from President Smoot and the acceptance of meagre salary allowances by the Faculty, the Academy managed to survive the difficulties of the years 1884 to 1892, the Z.C.M.I. warehouse period.

A new burden fell on the shoulders of President Smoot in connection with the heavy indebtedness incurred in the erection of the new building on J Street, renamed Academy Avenue, and later University Avenue. So insistent were the creditors of the institution in demanding ample security for the amounts due them that it became necessary for President Smoot to assume personal responsibility for the Academy obligation. He died March 6, 1895, before the indebtedness had been paid. The obligation, which still rested on his estate, was later assumed by the Church. President Smoot has been faithful to his trust unto the end.

(2) FUND DAY

President Cluff was enegetic in his efforts to obtain funds for the

and editors. Instead of putting the building to the week intended, he turned it over to the Brigham Young Academy for the remainder of the school year, for school purposes. President Smith's generosity in this instance was equaled by that of Samuel G. Ammon, a prominent, non-Mormon physical the use of his new school building to the Academy for the same period of time.

Through financial help from President Smith and the acceptance of meager salary allowances by the faculty, the academy managed to survive the difficulties of the years 1894 to 1896, the B.Y.A.'s worthless period.

A new header fell on the shoulders of President Smith in connection with the many indirectness involved in the creation of the new building on 4 Street, renamed Academy Avenue, and later University Avenue. In instances were the conditions of the institution in demanding ample security for the amounts due them that it became necessary for President Smith to assume personal responsibility for the academy obligation. On that March 4, 1900, before the indebtedness had been paid. The obligation, which still rested on his estate, was later assumed by the church. President Smith has been faithful to his trust made him and.

(4) [illegible]

President Smith was energetic in his efforts to obtain funds for the

school. At the session of the Board held December 28, 1898, he suggested that an Academy Fund be organized throughout the Church and that the funds be lent to the Church for a long period of years at such interest as

could be obtained. The matter was referred to the Executive Committee, and although no committee report was submitted to the Board relative thereto, a subsequent suggestion by President Cluff and approved by the Board, led to the inauguration of Fund Day at the Academy on February 17, 1899, the anniversary of President A. O. Smoot's birth.

On this date were sent out 4000 copies of the following letter signed by President George Q. Cannon of the Board of Trustees, and Benjamin Cluff Jr., President of the Faculty:

> Feeling assured that you are interested in the development of education, and that you would tender your aid in any proper movement for the building up of our home schools, the authorities of the Brigham Young Academy take pleasure in announcing their desire to make this school a great institution of learning--one in which the youth of the intermountain region may obtain a collegiate education and be trained as well in the useful arts and trades.
>
> To accomplish this purpose and to meet the growing demands for higher education, it has been thought proper to begin the establishment of a permanent School Fund, the principal of which shall be deposited with the Trustee-in-Trust of the Church, and only the interest, computed semi-annually, to be used for school expenses. This fund will be increased year after year by donations, bequests, and gifts from public-spirited men and women who have it in their hearts to help in the moral and intellectual betterment of their fellowmen.
>
> Out of the respect to the memory of the late President A.O. Smoot, first President of the Board of Trustees, the 17th day of February, his birthday, has been chosen as "Academy Fund Day." and on this

would be desired. The matter was referred to the Executive Secretary, and although no resolution regret was published in the Board relative thereto, a resolution suggestible by President Hart and approved by the Board, led to the inauguration of Fred Day as the janitor on February 21, 1899, the anniversary of President R. G. Dunn's birth.

On that date each year 1900 begins at the following letter signed by President Barrow R. Dunn of the Board of Trustees, and Sandwich Hart Jr., President of the Faculty:

Dearing received that you are interested in the development of character, and that you would tender your all to any proper movement for the building up of our town schools, the authorities of the Bright Stony Lonsdale-Tree planters in encouraging their neighbors to aide this school a great institution of Dorchester-on is lacks the peak of the intermediate region may obtain a collective education and to instant we will in the world work and trades.

To accomplish this purpose and to meet the growing demands for higher education, it has been thought proper to begin the activities. meet of a permanent School Fund, the principal of which shall be deposited with the Trustee-in-Trust of the Church, and only the interest, compiled semi-annually, to be used for school purposes. This fund will be increased year after year by donations, bequests, and gifts from public-spirited men and women who have it in their hearts to help in the moral and intellectual betterment of their children.

One of the respect to the memory of the late President R.G. Dunn, first President of the Board of Trustees, the 17th day of February, his birthday, has been chosen as "Dearing Fund Day," and on this

date of the present year, all amounts received will be officially announced and the fund formally dedicated and deposited.

You are kindly asked for your moral as well as your financial support, with the assurance that your free will offering, be it large or small, will be used where it will do its part in the great work of educating our children and our children's children.

The day was celebrated with much ceremony. A procession was formed, and the classes marching in the order of juniority, and followed by the faculty, proceeded to the former residence of President Smoot and escorted the family to College Hall, where a program was rendered. On the rostrum were seated, besides

the Faculty, George Q. Cannon, President of the Board, and other members of the body, also members of the Legislature and other visitors.

Enthusiastic speeches were made at forenoon and afternoon sessions, and in the evening a ball was given. During the day collections amounting to $1300 were made.

Fund day, so enthusiastically inaugurated, was not continued.

(2) JESSE KNIGHT AND FAMILY

Though of meagre scholastic attainment, Jesse Knight was a warm friend of education. He held especially in high esteem the Brigham Young Academy--University and two of its great Presidents, Karl G. Maeser and George H. Brimhall, for what the school and these leaders had done for his children,

date of the present year, all members received gift in virtually announced that the fund formally dedicated and dedicated.

The are likely which for year based on well as year financial support, with the assurance that year fund will official, be it large or small, will be used where it will do the most good work of educating our children and our children's children.

The day was celebrated with such ceremony. A procession was formed, and the classes marching in the order of juniority, and followed by the faculty, proceeded to the former president of Trinitant College and presented the Dollar Bill, which a program was rendered. In the evening were served, besides

the faculty, George H. Cannon, President of the Board, and other members of the body, also members of the Legislature and other visitors.

Enthusiastic speeches were made by Professor and alternate speaker, the in the evening a ball was given. During the day relic-hunters searching for relics were seen.

Rain day, we unfortunately, interrupted, was not realized.

(3) Great Events and Dangers

Though of tender sentiments affectionate, Jesse Taylor was a man firmly of determined. He made especially in his choice the Brigham Young University— Deservedly and for of the great Trustees, Earl H. Sumner and George H. Morrell, for that the school and those leaders had done for the children,

and was doing for others. When the opportunity presented itself, he rejoiced in being able to serve the school, both as a generous giver of his means and as an active member of the Board of Trustees.

Jesse Knight's first substantial contribution to the University was made in 1898, when he became one of ten, each of whom contributed a thousand dollars for the erection of the College Building. His daughter Amanda Inez, and his son, Jesse William, were also members of the group of ten. The other contributors were Wilford Woodruff, George Quayle Cannon, Joseph Fielding Smith, Reed Smoot, Charles Edwin Loose, Alfred William McCune, and Stephen L. Chipman.

On May 14, 1901, when acting President George H. Brimhall submitted to the Board of Trustees the matter of erecting a training school with a gymnasium on the upper

floor, Jesse Knight volunteered a contribution of $15,000 to the structure. With this generous offer as a beginning, the Board authorized the erection of the building. But his efforts in behalf of the building did not end here. He succeeded in raising another $5,000 by prevailing on David Evans to subscribe that amount to the building under a guarantee that it was the best investment that he could make. Evans subsequently acknowledged that Uncle Jesse was right.

(3) LAND AND WATER

and was doing for others. This low opportunity presented itself for national in being able to serve the public, both as a premium given at his helm and as an active member of the Board of Trustees.

Dean Ralph's first professional experience in the University was made in 1940, when he became one of two, each of whom contributed a thousand dollars for the service of the Fellows Building. Bill Bangle, Jewell Dell, and his son, Dean Willis, were also members of the group of ten. The other contributors were Albert Woolf, George Gwynn Carson, George Fielding Eliot, Fred Essex, Charles Edwin Loose, Alfred Willis Stokes, and Stephen L. Colyer.

On May 14, 1941, when setting President Dwight D. Eisenhower to the Board of Trustees the matter of erecting a training school site appropriate to the upper

Then, Dean Ralph volunteered a contribution of $13,000 to the project. With this generous offer as a beginning, the Board considered the location of the building. The late efforts in behalf of the building did not end here. He endeavored to obtain another $3,000 by promising to match that as a challenge than-donors to the building under a guarantee that it was the best investment that he could make. Dean subsequently determined that Bowie was right.

Jesse Knight was uneasy when he had money lying idle in the bank; money he thought, ought to be at work. Therefore, when he found five hundred acres of land on Provo Bench for sale, he drew his money out of the bank, and bought the land. This land he and his family offered to the University at a session of the Board of Trustees held on Founder's Day, October 16, 1906. The Board gladly accepted the land and instructed the Presidency of the school to draft suitable resolutions of acknowledgement and gratitude for the gift.

How to increase the value of the land presented to the University, seems to have been uppermost in Jesse Knight's mind, for a year later (October 12, 1907) he reported to the Board that he had secured a one-fourth interest in a right to store water at the head of Provo River through a recent decree of the District Court granting this privilege. This water would be taken on Provo Bench to irrigate the five hundred acres of land owned by the University, provided the Church would put the water on the land.

At the same time he presented the school with an additional forty acres of land adjoining the five hundred acres.

As the Church was not, at the time, in a position to finance the irrigation scheme, the Board of Trustees undertook the task. The matter was referred to the Executive Committee, of which Jesse Knight was chairman.

[illegible] Bailey was already then in the Long Island Sound in the town among the Quaker, which by the 40 years. Consequently, when he found a few Quaker were of land on Prince Island for sale, he then did among his of the land, and bought the land. This land he and his family settled in the presently is a section of the Town of Flushing with an Flushing's by, October 18, 1656. The Quaker family occupied the land and constructed the Flushing of the second to their activities consisting of amusement and gambling for the girls.

The to increase the value of the land presented to the University, when to move this equipment to Queen Bridgit's road, for a year lease (October 15, 1977) he reported to the Board that he had received a non-charity company is a right to place water on the road of River River through a tenant business of the Bridgit Queen granting this privilege. This water would be taken on River Road to irrigate the fire hydrant area or land owned by the University, provided the Board would put the water on the land.

At the same time he presented the request with an additional forty acres of land adjoining the five hundred acres.

(2)

As the Board was aware, at the time, in a position to finance the irrigation water system, the lease of Queens University for land. The action was approved by the Executive Committee, of which Dean Eagle was chairman.

But the plan was to assume a broader aspect. At a session of the Board held April 17, 1908, Joseph R. Murdock of Heber City, who had become associated with the Executive Committee in the water project, gave an explanaimn of a proposed plan for storing water at the head of Provo River, and securing high water rights, thus obtaining water for lands of Provo Bench and northward. On motion of R. W. Young, the Executive Committee was authorized to have surveys made and to ascertain cost of work necessary to be done in storing water and building canals, and to estimate the probable revenue to be derived by the University from the sale of water.

After consideration of the matter in connection with other interested persons, the Executive Committee deemed it inadvisable for the University to attempt to put the proposed irrigation scheme into effect, and reported in lieu of such action the organization of two corporations, the Provo Reservoir Company and the Utah Lake Irrigation Company, which would do the work necessary to put water on Provo Bench and the region northward. The Committee, it was further reported, had appointed Jesse Knight and George H. Brimhall to represent the University interests in these respective corporations. This action of the Executive Committee was unanimously ratified by the Board; Uncle Jesse had got the University into a business venture. To further safeguard the business

The city plan was to contain a lecture room. At a meeting of the Board held April 22, 1906, George E. Woodbury of Boston, who had become associated with the Executive Committee in the latter 1905, gave an explanation of a proposed plan for erecting water at the head of Green River, and securing high water rights, thus obviating water for lands of Green Brook and Northwood. On motion of E. W. Young, the Executive Committee was authorized to have surveys made and to contribute cost of such surveys to be done in starting work and building canals, and to retain the property thereon to be derived by the Northwood Club the rule of water.

After considerable effort during the summer with other interested parties, the Executive Committee decided it inadvisable for the Northwood to attempt to put the proposed irrigation scheme into effect, and inquiries in line of work within the competence of the superintendent, the River Electric Company and the Green Lake Irrigation Company, which would do the work necessary to put water on Green Brook and the Raglan meadows. The Trustees, in the further inquiries, the suggestions Green Lake and George E. Pritchett in regards the Northwood interests in these respective enterprises. This action of the Executive Committee was unanimously realized by the Board. Thus the Northwood Club a material success. In further enlarged the business

interests of the University and to enhance the general welfare of the school, President J. R. Murdock of Wasatch Stake, a prime

mover in the irrigation plans, was made a member of the Board of Trustees. The Provo Reservoir Company completed its canal on Provo Bench in 1911, enabling the University to secure water for its five hundred acres of land. Due to its increased valuation, the land could be sold at $125 an acre, plus the cost of water. As the Church had not put the water on the land, a condition prescribed in connection with the additional gift of forty acres to the University, Uncle Jesse asked that the forty acres be transferred to the B.Y.U. Alumni Association. This request was acceded to.

The University held 25,000 shares of Provo Reservoir stock, and in 1912 acquired 10,000 shares of Utah Lake Irrigation Stock at a par value of fifty cents a share. A few months later the Utah Lake Irrigation stock was sold to the Church at one dollar per share to assist in paying for the building of the Women's Gymnasium. The balance of the money for the gymnasium was borrowed, the Provo Reservoir Company Stock being given as collateral security.

The B.Y.U. business venture had apparently proved quite profitable.

interests of the University and to enhance the general welfare of the school, President C. S. Goodman of Kansas State, in going

over to the irrigation plans, was made a member of the board of Trustees. The Iowa University Company acquired its asset on Iowa Shore in April, enabling the University to secure water for its five hundred acres of land. Due to its increased valuation, the land could be sold in $100 an acre, plus the cost of water. As the Church had not got the water on the land, a condition precedent to connection with the additional gift of forty acres to the University, Bailey Gunn asked that the forty acres be transferred to the S.T.E. Island Association. This request was acceded to.

The University held 63,000 shares of Iowa Shoreline stock, and in 1922 acquired 10,000 shares of Utah Lake Irrigation Stock at a par value of fifty cents a share. A few months later the Utah Lake Irrigation stock was sold to the Church at one dollar per share to assist in paying for the building of the Church's Gymnasium. The balance of the money for the gymnasium was borrowed, the Iowa Shoreline Company stock being given as collateral security.

The S.T.E. business venture had apparently proved quite profitable.

(3) JESSE KNIGHT ENDOWMENT FUND

In going to the rescue of distressed farmers in Uintah County, Jesse Knight found another opportunity to help his beloved Brigham Young University. To secure water for their lands these farmers had organized and bonded the Blue Bench Irrigation Company. This operation had incurred such a heavy indebtedness that the company could not pay even

the interest on the bonds as it fell due. Under these circumstances the company appealed to Uncle Jesse.

On investigation he found the farming enterprise could not be made successful without the investment of much additional capital. He accordingly took over the bonds, bought out the farmers and gave them employment in building pens and otherwise transforming the land into a sheep and cattle ranch. Additional range land was secured in the vicinity.

These essential changes having been made, Jesse Knight on September 22, 1914, submitted to the Board of Directors of the University a document offering to endow Brigham Young University with one hundred thousand dollars in bonds of the Blue Bench Irrigation Company. The purpose of the endowment as set forth in the document was to be the furthering of the work of the University in promoting higher education and inculcating the principles and doctrines

(3) THE MARKET ECONOMY PLAN

In going to the rescue of disinvested factors in Middle Shanty, Shaw Bridge faces another opportunity to help the National Bridges Steel Corporation. In making ready for their lands these factories had organized and founded the Blue Dawn Development Company. This operation had involved such a heavy indebtedness that the company could not pay even

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the interest on the bonds as it fell due. Their Shaw counterparts the company appeared to back down.

In investigations to find the reason the Bridge Development would not be made economically without the investment of some additional capital. It occurred-illy took over the bonds, bought out the investors and gave them employment in building yard and elsewhere transforming the Steel Inn a dump and cattle yard. Additional money-lent was secured in the village.

These wonderful stories having been made, Shaw Bridge on September 23, 1924, submitted to the Board of Directors of the Corporation a document offering to make Bridges Steel Corporation with the Dominion Iron Works in Bonny of the Blue Dawn Development Company. The purpose of this amalgamation is set forth in the document was to be the furthering of the work of the Corporation in promoting higher education and maintaining the principles and doctrines

of the Church of Jesus Christ of Latter-day Saints among its students, and to aid the University in enlarging its sphere of action and increase its efficiency in carrying on this work.

Trustee Richard W. Young offered the following recolution: "Resolved, that we accept with sincere thanks and profound gratitude the proposed gift of Trustee Jesse Knight on the terms and conditions of the instrument as read, and that the President and Secretary of this B oard be authorized to attach their names accepting this gift for and in behald of the Board." The resolution was unanimously adopted.

The fund was placed under the Trusteeship of the First Security Bank of Utah at Provo, accruing interest to be added to the fund as it should be paid. At the time of writing, September 6, 1940, the amount of the fund was

$217,307.82 in cash, with an addition of $41,500 in bonds still unredeemed.

Jesse Knight was intensely happy in making this contribution to the University and hoped that his doing so might be an incentive to other men of means to do likewise. In his last days he earnestly enjoined his family to see that the bonds, even though they should decrease in value, be honored at face value and that the interest be paid as it should fall due.

of the Library of Congress Official or Cataloger-Salaries among its students, and to aid the Librarian in assigning the members of certain work-increase the efficiency in carrying on this work.

Charles Ammi Cutter, U. Young offered the following resolution: "Resolved, that we accept with sincere thanks and grateful appreciation the generous gift of Director Henry Edwin in the name and condition of the Institution as read, and that the President and Secretary of this Board be authorized to execute their name accepting this gift for and in behalf of the Board." The resolution was unanimously adopted.

The fund was placed under the stewardship of the Pratt Institute Board of Trust at Pratt, according income to be added to the fund as it should be paid. At the time of writing, September 6, 1904, the amount of the fund was

$[illegible]

$[illegible] in cash, with an addition of $[illegible] in bonds still outstanding.

Henry Edwin was intensely happy in making this contribution to the University and hoped that his giving no right to be interested in other ways of means to the Library. In his last days he currently expressed his faith in new that the funds, even though they should decrease in value, be invested at their value and that the income be paid as it should this time.

This injunction the family strictly observed as long as they were able to do so, even though great sacrifices had to be made in making the payments.

In 1938 and 1939, by decree of the District Court, the University was permitted to borrow a part of the endowment fund for the erection of the two University buildings, the Inez Knight Allen Hall and the Amanda McEwan Knight Hall.

(3) RAYMOND PARK

While Jesse Knight was going about doing good for the University, his wife, Amanda M. Knight, had a little enterprise of her own. She had obtained possession of a tract of 7.18 acres of land on Temple Hill, now known as University Hill. It occurred to her the site would be a delightful place for a park, and she accordingly named it the Raymond Park in honor of her elder son, and presented it on November 12, 1898 to the Provo Ecclesiastical Fourth Ward. However, as the University continued to grow and it became apparent that the school would need more room, on the request of Mrs. Knight, the Fourth Ward, on November 31, 1904, transferred the park to the Brigham Yo ung University.

There were many other contributions by the Knight family.

This indicates the Jewish activity observed so long as that was not in dir, even though great sacrifices had to be made in raising the property.

In 1903 and 1905, in dances of the Statutory Jewry, the University was permitted to become a part of the ordinance fund for the education of the University buildings, the Jean Bonjin Allen Hall and the Agnes Hickman Judge Hall.

(5) NATURAL PARK

Dairy Jewry Society was going along quite well for the University, but also, Amanda M. Bridges, had a little misgivings of her own. She had obtained possession of a block of 7.48 acres of land on Temple Hill, the lower University Hill. It occurred to her the site would be a delightful place for a park, and she accordingly named it the Jewish Park in honor of her elder son, and presented it to Brandeis U., 1927 in the Jewish Conservative Park Hall. However, as the University commenced to grow and it became apparent that the school would need more room, on the request of Mrs. Bridges, the Park Hall, on December 31, 1929, transferred the park to the Bridges Jo use University.

(6)

There are many other contributions by the Jewish Society.

(2) THE ALUMNI ASSOCIATION

The B.Y.U. Alumni Association has on various occasions been loyally helpful to their Alma Mater. In the erection of the Maeser Memorial building the organization was especially active. Prominent among the members and friends who contributed were the following: Jesse and Amanda M. Knight, $41,000; Raymond and Lottie Knight, $5,000; J. William and Jennie B. Knight, $6,000; R. Eugene and Inez K. Allen, $5,000; W. Lester and Jennie K. Mangum, $5,000; Iona Knight, $3,000; L. Holbrook, $5,000; Mr. and Mrs. Reed Smoot, $1,600; David Eccles, $1,000; John Roundy, $261,80; G. H. Brimhall, $600; Utah Stake Relief Society, $214.70; Utah Stake Primary Association, $100; Joseph F. Smith, Trustee-in-Trust, $1,000; Utah Lake Irrigation Company, $600.

(2) PERMANENT ENDOWMENT FUND

With a more permanent success than came from the establishment of Fund Day in 1899, the Alumni Association, on June 4, 1929, initiated a movement to secure an endowment fund for the University. On that date generous contributions were made by Alumni and friends of the school.

On receipt of the funds the Board of Directors of the University delegated to a committee consisting of the members of the Executive Committee, the President of the University, and the Secretary-Treasurer of the University

(1) THE LIBERAL ASSOCIATION

The L.T.C. Liberal Association has an active membership based largely located in Metro Area Plano. In the analysis of the general membership including the organizations are especially active. Prominent among the students and friends who participated in the organization: Jesse and Joanne A. Tobin, $50,000; Thomas and Lavina Langdon, $5,000; J. William and Jeanne E. Rodgers, $4,000; F. Eugene and Ann E. Allen, $3,000; A. Jaeger and Donald E. Morgan, $1,000; Sam Ralph, $9,000; A. Blumenson, $1,000; Mr. and Mrs. Fred Jones, $2,000; Doris Hunter, $4,000; John Kennedy, $50,000; A. E. Schmidt, $500; Mrs. Edna Smith Foster, $25,000; this state Tribune Association, $100; George F. Smith, Trustee-in-Trust, $2,000; this late Distribution Company, $500.

(2) PRIMARY INCOMING FUND

With a more permanent income than even from the establishment of Phi Mu; in 1930, the Alumni Association, on June 4, 1930, initiated a movement to secure an endowment fund for the University. In that big economic emergency, donations were made by Alumni and friends of the School.

In recognition of the fund the Board of Governors of the University designated to a committee consisting of the members of the Executive Committee, the President of the University, and the Secretary-Treasurer of the University

the authority of handling and investing such funds. On June 8, 1932, the committee reported that "the University Permanent Endowment Fund has had a steady growth, contributions coming in regularly from former students and friends. This year's graduating class

subscribed $6,000 to this fund." The following year President Harris reported that the fund had a cash credit of $11,997.17, the graduating class having subscribed $5,150. Since that time the fund has had an encouraging growth, a number of graduating classes having subscribed thereto.

(2) Loan Funds

In the year 1891-92 the Students Loan Association of Utah was organized for the purpose of providing funds to enable students to continue in school after their resources had been exhausted. Professor Joseph B. Keeler was the Prime mover in the affair and succeeded in getting contributions from students and many friends of the school. The association continued until 1922, rendering financial assistance to many students during the intervening years. At a meeting of the Executive Committee of the Board of Directors on July 3, 1922, the funds of the organization, amounting to $1,646.83 were turned over to the University, with the request that the work begin by the organization be continued by the school.

the university of Guelph and Dorothy ann Finch. On May 6, 1972, the committee requested that "the University Processes Endowment Fund be used a already poorly, contributions needing to negotiate from Canada students and friends. This year's graduating class

[illegible]

subscribed $4,100 to this fund." The following year President David requested that the fund had a goal target of $23,000+11, the graduating class having subscribed $4,100. Notice that the fund has had an encouraging growth, a number of graduating classes having subscribed thereto.

(d) Loan Funds

In the year 1970-71 the Students Loan Association of OAC was organized for the purpose of providing funds to enable students in previous to attend after their resources had been exhausted. Professor Joseph B. Dentes was the first nurse in the ACDC and assisted in getting contributions from students and many friends of the school. The association continued until 1977, enabling financial assistance to many students during the intervening years. At a meeting of the Executive Committee of the Board of Directors on July 6, 1977, the Fund of the organization, amounting to $1,[illegible] were turned over to the University, with the request that the loan funds by the organization be continued by the school.

In June 1922, a communication from the Student Body to the Board gave notice of the initiation of a loan fund by the sophomore class of 1922, and that subsequent sophomore classes would make additional collections for the fund. The amount raised by the 1922 class was $408.80, which was added to the amount received from the Students Loan Association of Utah. It has become an established tradition of the school for the sophomore class to give a ball each year, the proceeds of which go to the loan fund of the school.

In the same year-1922-the loan fund received a helpful addition from the Latter-day Saints Relief Society, the initial gift being $500. Accompanying the gift was the following explanation:

> This is a fund given by the Relief Society of the Church of Jesus Christ of Latter-day Saints in honor of Emmeline B. Wells, who for many years was General President of the Society, and an ardent and effective worker for the advancement of education, especially among women. This fund is to be lent to worth women of the upper college classes who need financial help in order to complete a college course.

In 1938 came a gift of $500 to the Loan Fund from the Christensen Construction Company to be know as the Christensen-Poulson Loan Fund.

Other loan funds have been established as follows: Gamma Phi Omicron, Home Economics Club, to assist students of the Home Economics Department; Alpha Kappa Psi, for senior students of the College of Commerce; First District of Federation of Women's Clubs of Utah, for senior girls

In June 1924, a commencement from the students body to the board gave notice of the initiation of a loan fund by the sophomore class of 1925, and that subsequent sophomore classes would make additional contributions to the fund. The amount raised by the 1925 class was $400.00, which was added to the amount received from the Freshmen Loan Association of 1924. It has become an established tradition of the school for the sophomore class to give a half week play, the proceeds of which go to the loan fund of the school.

In the same year-book the loan fund received a helpful addition from the Senior-day Service Guild Society, the initial gift being $100. Accompanying the gift was the following explanation:

> This is a fund given by the Senior Society of the School of Home Service of Lenior-Rhyne College in honor of Dorothy E. Wells, who for many years was General President of the Society, and in modern and effective ways for the advancement of education, especially among women. This fund is to be used to assist needy women of the upper college classes who need financial help in order to complete a college course.

In 1928 came a gift of $500 to the loan fund from the Christiansen Distributing Company, to be held as the Christiansen-Hudson Loan Fund. Other loan funds have been established as follows: Home Ec Service, Home Economics Club, to assist students of the Home Economics Department; Alpha Omega Phi, for senior students of the College of Commerce; Pilot Society of Fabrication of Women's Class of 1924, for senior girls

of the University; Paul Lewis Harding and Lucile Christensen Harding, for the benefit of women students in special need of assistance; Utah Stake Relief Society, in 1938, to be used to help needy young women students; Richard M. Lyman.

(2) MISCELLANEOUS GIFTS

So numerous have been the gifts made to the University that it has been impracticable to publish a complete list. Most of the contributions have been small in amount, but many of them nevertheless, represent sacrifices on the part of the contributors. The school will in the near future secure a special record in which will be recorded all gifts, great and small, as they are made to the school.

XIV

(1) SCHOOL PUBLICATIONS

The faculty and students have had a fondness for printer's ink and have on many occasions made use of it in periodicals, magazines, and books.

(2) PERIODICALS

(3) Academic Monthly

In referring to the activities of the Polysophical Society the Brigham Young Academy Circular of 1882-83 states that "a paper is edited by the

of the University; Paul Lewis Bowling and Louis Gustavson Gaffin, for the benefit of women students in general and specifically Phi Beta Kappa Junior Society, in 1924, for the need to help needy young women students. Thomas E. Lyons.

(2) MINNEHAHA GIFTS

It somewhat does honor the girls who in the University that it has been impracticable to publish a complete list. Most of the contributions have been small in amount, but many of them generous, expressed sacrifices on the part of the contributors. The annual gift to the Junior Junior service a special reason is which will be remarked all alike, every and small, as they are made to the school.

XIV

(A) [illegible]

The Dorothy and students have had a freshman for primary's lab and more as many students made use of it in particularly recreations, and Louis-

(B) [illegible]

(1) Academic Honorary

In referring to the activities of the Philosophical Society the [illegible] Theme Academy principle of 1924-25 stands that a paper is getting by the

Society every five weeks, called the Academic Monthly." This statement is repeated in the circular for 1883-84. Apparently the Academic Monthly was the first periodical, except the school Circulars, to be published by the school. As the Polysophical Society during the early eighties had three sections, devoted respectively to science and literature, music and fine arts, and civil government, it is probable that the periodical contained articles along these lines.

(3) ACADEMIC REVIEW

The circular for 1884-85 changes its publication statement to read, "A paper is edited by the Society at stated intervals." As this is the year James E. Talmage returned to the Academy after a leave of absence spent at Lehigh and John Hopkins Universities and became editor of a publication known as The Academic Review, published quarterly, it would seemthat the Talamage paper took the place of the Academic Monthly. The Academic Review was published several years and contained matter of a scholarly character.

(3) THE B.Y.A. STUDENT

Though the Academy had no student body organization at the time, a number of the leading students of the school, encouraged by the faculty, began the publication in January, 1891, of the B.Y.A. Student, the first student

society every five years, called the Academic Society." This statement is repeated in the circular for 1888-89. Apparently the Academic Society was the first periodical, except the school circulars, to be published by the school. As the Philosophical Society during the early eighties had three sections, devoted respectively to science and literature, music and fine arts, and civil government, it is probable that the periodical contained articles along these lines.

(3) ACADEMIC REVIEW

The circular for 1888-89 announces the periodical statement to read, "A paper is edited by the faculty at critical intervals." As this is the year James E. Talmage commenced in the academy after a leave of absence spent at Lehigh and John Hopkins Universities and became editor of a publication known as the Academic Review, published quarterly, it would appear that Talmage began then the phase of the Academic Review. The Academic Review was published several years and maintained rather of a scholarly character.

(4) THE B.Y.A. STUDENT

Though the academy had no student body organization at the time, a number of the leading students of the school, encouraged by the faculty, began the publication in January, 1889, of the B.Y.A. Student. The first student

body paper of the school. The paper was issued weekly during the remainder of the school year at a subscription price, for that time, of seventy-five cents. Wilford M. McKendrick served as editor and Richard R. Lyman as business manager. The publication consisted of four pages, nine by twelve inches in size. It was evidently intended to circulate in other Church schools, for each of the early issues contained the following recommendation by General Superintendent K. G. Maeser:

> It gives me pleasure that I can comply with the solicitation of the manager if the B.Y.A. Student, and endorse this literary enterprise as a means of friendly communication between the students of our educational institutions, and as such recommend it to their kind consideration and support.

The motto of the paper was "Self Effort Educates," The early numbers contained biographical sketches of faculty members, educational articles, and school news. In the later numbers the biographies were succeeded by articles, formal essays, etc. A fair amount of advertising aided in paying the expense of the publication.

(3) THE NORMAL

The students failed to continue their paper the next year, 1891-92 . Instead, the students of the Normal Department, having effected a Normal organization, began a new publication, The Normal. O. W. Andelin was the managing editor, and on his staff were the following students: H. M. Warner, Cora Groesbeck, Alonzo Hinckley, Violet Ryan, W. E. Rydaleh, Louise Keller,

body paper of the school. The paper was issued weekly during the academic year and is undoubtedly going, for that time, at approximately twice cost. Although it contained several editorial and letters and Sherwood D. Lyons as business manager. The publication consisted of four pages, size by twelve inches in size. It was evidently intended to circulate in other schools, the most of the early issues mentioned the following recommendation by General Superintendent E. S. Bawden:

> It gives me pleasure that I can strongly urge the patronization of the manager of the B.T.S. Student, and endorse this literary enterprise as a means of friendly communication between the students of our educational institutions, and as such commend it to their kind consideration and support.

The motto of the paper was "Fair Letters Blossom." The merry business associated biographical sketches of faculty members, extracurricular activities, and school news. In the latter members was interspersed by articles, formal essays, etc. A fair amount of advertising aided in paying the expenses of the publication.

(4) The Sunset

The academic period is marking their paper the same year, 1910-11 - Instead, the students of the Normal Department, having elected a Normal organization, began a new publication, The Sunset. C. C. Griffin was the managing editor, and in his staff were the following students: E. C. Denver, Cora Greenwood, Jessie Hinsity, Phebe Davis, C. E. Hopkins, Jessie Cooper,

IDA Alleman, and W. M. McKendrick.

B. S. Hinckley was business manager. The following is quoted from the aslutatory editorial:

> The students of the Normal Department of the Brigham Young Academy propose to publish this year a bi-weekly paper to be known as The Normal, in which shall appear synopses of lectures on the Science and Art of Teaching, articles on Pedagogy, Psychology, Science, Literature, and Art, written by the profesors of the Academy and other teachers, and also miscellaneous news of all the prominent schools of Utah.
>
> The general and the special aim of the paper is to assist in raising the teacher's profession by furnishing the practical teacher useful information. Is there a field in the West for such a paper? If there is we expect to fill it. Add no pains nor means will be spared to make the Normal worthy of the patronage of every wide-awake teacher in the land.

From the foregoing it will be seen that The Normal was more in the nature of a professional journal than a school paper. Local affaird played a minor part in the columns of the new journal. The paper was published until the close of the year 1893-94.

(3) THE BUSINESS JOURNAL

A little resentful over being ignored in the new journalistic venture, the other students of the school, encouraged by Professor J. B. Keeler, head of the Commercial Department, met and decided to publish a paper of their own. The Business Journal was the result. Like The Normal it had eight pages, 9 by 12 inches in dimension, but unlike The Normal it had three columns to the page instead of two. The ediforial staff was as follows:

H. S. Hinckley was business manager. The following is quoted from the

editorial editorial:

> The students of the Normal Department of the Brighton Normal Academy propose to publish this year a bi-weekly paper to be known as the Normal, in which shall appear articles of interest on the science and art of teaching, articles on history, topicology, geology, literature, and art, written by the professors of the Academy and other teachers, and also miscellaneous news of all the practical schools of Utah.
>
> The general and the special aim of the paper is to assist in raising the teacher's profession by furnishing the practical teacher useful information. It shall be a field in the near for such a paper. It shall be as superb in its [illegible] and yet not mean will be applied to make the Normal worthy of the patronage of every wide-awake teacher in the land.

From the foregoing it will be seen that The Normal was born in the

nature of a professional journal than a school paper. Much effort placed

a close year in the volume of the new journal. The paper was published

until the close of the year 1895-96.

(5) THE BUSINESS JOURNAL.

A little reminiscent were being planned in the new journalistic venture,

the senior students of the school, encouraged by Professor A. H. Sevier, head

of the Commercial Department, met and decided to publish a paper of their

own. The Business Journal was the result. Like The Normal it had eight

pages, 9 by 12 inches in dimensions, but unlike The Normal it had issues

volumes to the year instead of two. The editorial staff was as follows:

J. M. Jensen, Andy J. Stewart, W. E. Rydalch, Leo Bird, Mont Roberts, Julia Farnsworth, Gustave Iverson, Mabel Thurman, and J. S. Mousley. Herman Martin was Business Manager.

The following is culled from the salutatory editorial:

> The Business Journal will be published by the students of the B.Y. Academy and will be a representative business paper of the school. The editorial staff has been selected from the three leading departments of the Academy, and matters of interest pertaining to all of the departments willbe published. Members of the faculty and leading business men and jurists throughout the Territory will contribute articles.

The Business Journal continued until the close of the year 1893-94.

(3) THE JOURNAL OF PEDAGOGY

More pronouncedly professional than The Normal was The Journal of Pedagogy published monthly under the auspices of Department of Experimental Pedagogy. The first number was issued in December, 1894. It announced that the following ten departments had been laid out:

1. General Education.
2. Theory, and Practice of Teaching
3. Psychology, indluding Child-Study.
4. Primary Methods for Schools and Home.
5. Kindergarten Methods.
6. Psychology and Sanitary Science.

7. School Laws.

8. Biography of Prominent Western Teachers.

9. Commercial Department, presenting Commercial Law and business forms.

10. Miscellaney: School reports, notes, personals, book reviews, quotations, exchanged, etc.

Usually each issue opened with a poem, Mrs. Christina D. Young being the author of many of the selections. A few B.Y.A. notes came on the last page of the number.

Publication of the Journal continued until May 1896.

(3) THE WHITE AND BLUE

In the following year, 1897-98, the student body again received recognition, this time in the publication of The White and Blue. Like its predicessors this publication retained the magazine form and to some extent, magazine contents. But as school interests became more diversified and extra-curricular activities more insistent on student attention, The White and Blue became more and more a newspaper. Finally there came also a change in form.

While Ernest L. Wilkinson was editor in 1920-21, he issued The White and Blue in the form of a newspaper. Discussing the change, an editorial appeared in the first issue under the caption, "Newspaper or Magazine Form." The

2. Defense Law.

3. Bibliography of Prominent Martial Personnel.

4. Commercial Information, including Commercial Law and Business Affairs.

5. Miscellaneous: Special reports, notes, questionnaires, book reviews, questions, conferences, etc.

Finally each issue opened with a page-long editorial by Chang Hsing-lang the author of many of the selections. A few B.Y.A. notes came on the last page of the number.

Publication of the Journal continued until May 1935.

(3) THE WEEKLY AND MONTHLY

In the following year, 1932 (4), the Weekly had again revived publication, this time in the publication of The Monthly and Weekly. Like the predecessor this publication included the magazine Tiyu and in some months magazine sections. But as sound creative journal been diversified and particularly activities were limited to classical criticism. The Monthly and Tiyu became more and more a newspaper. Finally there was also a change in form.

With Issue 2, Volume 1 of BAYAN (1932-33), he issued The Monthly and Tiyu in the form of a newspaper. Describing the change, an editorial appeared in the first issue under the caption, "Newspaper or Magazine Form." The

following is culled therefrom:

> Do you like this newspaper? The editor, after consulting the Student Body President, decided to print the first issue at least in newspaper form.
>
> There are many reasons for so doing. In the first place there has been constant agitation for a change for some time. When Dr. Carroll was editor of the White and Blue the paper was changed from a monthly to a weekly edition and was printed in newspaper form. The next editor changed it back again. Students still desire the change.
>
> In the spring of 1919 the Board of Control passed a resolution officially changing it to a newspaper form. But in the fall of 1919 it was again issued in magazine form. Throughout the last year there was agitation for the newsy newspaper.
>
> So in publishing the newspaper the editor is merely following the resolution of the Board of Control which is the last on the subject and should be honored.

The editor further suggested that it might be advisable to have two publications, one a magazine and the other a newspaper. This suggestion was to receive condideration later.

(3) THE Y NEWS

The editor of the school paper for 1921-22 was A. C. Hubbard, the business manager, Carl Christensen--but when

the first number of the paper was issued, it was no longer The White and Blue but The Y. News. In defense of the change Editor Hubbard had the following comments to make:

> Last year it was deemed advisable that the school have a real newspaper, in newspaper style. As a result the White and Blue, the original publication of the school, wa s converted from magazine to newspaper form. The change, at the time, seemed simple, satisfactory; and in general was favorably looked upon.
>
> Near the end of the spring quarter, however, it was decided that the school publication should not be limited to a newspaper and that the best productions of prose and verse should be published in some

form in which they could be conserved by the students. Thence came the idea of having a literary magazine.

In view of the fact that White and Blue is a dignified name--The B.Y.U. colors--and that the White and Blue was originally published in book form, the student-body officers decided to make it (White and Blue) a literary magazine. Therefore the White and Blue will revert to its original form and be issued as was generally intended. The frequency of its publication had not been definitely fixed. Then the question of finding a name for the weekly newspaper arose, a goodly number of suggestions were made but The Y News was with more general approval than any other.

And so the Y. News was begun in newspaper form. It still continues

(3) THE LITERARY "WHITE AND BLUE"

The literary White and Blue, a Thanksgiving number, was sent out November 24, 1921, with an encouraging foreword from the pen of President Franklin S. Harris. The following is quoted therefrom:

> This magazine, which bears the name that has become so dear to thousands of students who have attended the Brigham Yougg University, is now to be issued in a new form. It is to contain the more serious literary efforts of the students without the inevitable jargon that goes with a college newspaper. This will open up a wonderful field for students having literary gifts to exercise their talents, and it should also act as a warming spring sun to those whose talents are still in the stage of unopened dormant buds. If The White and Blue will assist in the blossoming forth of dormant literary talent it will have accomplished one of the great purposes of an institution of higher learning.

The editorial staff was as follows: LaVieve Huish, editor; Virginia Christensen, assistant editor; Frank Olsen, business manager, Walter Starr, artist.

The contents consisted of stories, poems and essays of a high order, written by students and members of the faculty. Other numbers followed at Christmas time and in March.

Alberta Huish continued as editor in 1922-23. She was assisted by Vesta Pierce, J. Hamilton Calder, and LaVern Page.

Since 1923, the literary magazine has appeared at irregular intervals and under varying names. The chief obstacle to regularity of publication has been financial. Recently the publication has been sponsored by the Hournalism Department under the title, The Wye.

(3) THE BANYAN

Karl G. Maeser often compared the Brigham Young Academy to a banyan tree, whose branches send out numberous aerial roots that reach down to the soil and give rise to new trunks, covering an exer-expanding area. The comparison made a strong appeal to Elbert H. Eastmond, and when in 1910, the junior class decided to publish a year book and asked him for a name, he suggested The Banyan. The name was accepted, and the class published an interesting, well-edited volume, with the banyan tree in colors as a frontispiece. The book was dedicated to the memory of Karl G. Maeser.

The junior class in 1911 failed to follow the example set by the juniors of 1910, and no year book was published.

In 1912 the High School published a year book designated as Mizpah. Here again Professor Eastmond was the one to suggest the name. He was probably

Glasco Study Conference on Africa in 1920-22. The was assisted by Dean Pierce, J. Hamilton Calder, and Lawson Page.

Since 1924, the Library Committee has appeared at irregular intervals and under varying names. The exact chronicle of its regularity of publication has been lost. Recently the publication has been sponsored by the Extension Department under the title, The Wye.

(3) THE RAMYAN

Earl S. Ramsay often compared the Brighton Young Ramsay to a burgeon tree, whose branches spread out sometimes several yards into trees down to the soil and give rise to new growth, covering an ever expanding area. The comparison made a strong appeal to Edward C. Bowland; and when in 1924, the junior class decided to publish a year book and named the job a team, he suggested The Ramyan. The name was accepted, and the class published an interesting, well-edited volume, with the Ramyan tree in colors as a frontispiece. The book was dedicated to the memory of Earl S. Ramsay.

The junior class in 1925 failed to follow the example set by the Seniors of 1910, and no year book was published.

In 1926 the Kiln School published a year book designated as Kilpal. Then again Professor Bowland was the one to suggest the name. He was probably

inspired by a passage in

Genesis 31:49: "And Mizpah; for he said, the Lord watch between thee and me, when we are absent one from another." The dedication of the book was to George H. Brimhall.

In 1913, when the year-book was taken over by the Student Body, the ambition of those in charge to bring out "something new" prompted them to call the year-book Byutah. The innovation was not pleasing, and in 1914 the original name, Banyan, was restored, and has continued until the present.

The artistry and attractiveness of the Banyan has increased from year to year. It has become a "thing of beauty and a joy forever."

(3) THE GREAT BASIN NATURALIST

The Department of Zoology and Entomology undertook rather an ambitious thing when it begun, in 1939, the regular semi-annual publication of The Great Basin Naturalist. The first number was issued in July 25, 1939. In this and subsequent issues a number of scholarly articles have been published relative to the natural phenomena of the Great Basin.

(3) BOOKS

As no record has been kept of books published by members of the University faclty, it is not probable that the following list is complete. However,

implied in a passage in

Samuels Bishop: "And Miriam! for in such, the line which between thee and me, when we are absent one from another." The initiative is the idea was in George H. Mitchell.

In 1919, when the year-book was taken over by the student body, the editorship of those in charge to bring out "something new" prompted them to call the year-book Spotter. The innovation was not planned, and in 1924 the original name, Dayon, was restored, and has continued until the present.

The activity and originativeness of the Dayon has increased from year to year. It has become a "thing of beauty and a joy forever."

(1) The Green Bluff Mineralogist

The Department of Geology and Mineralogy undertook another an ambitious task when it began, in 1909, the regular semi-annual publication of The Green Bluff Mineralogist. The first number was issued in July 20, 1909. In this the mineralogist issued a number of monograph articles have been published relative to the mineral resources of the Green Bluff.

(2) Books

As no record has been kept of books published by members of the University faculty, it is not possible that the following list is complete. However,

it will serve as an indication of what has been accomplished by University professors in the past;

Karl G. Maeser: School and Fireside, 1898.

N. L. Nelson: The Mormon Point of View; Preaching and Public Speaking, 1898; Scientific Aspects of Mormonism and Religion in terms of Life, 1904.

Joseph B. Keeler: The Student's Guide to Book-keeping, 1892; The Aaronic Priesthood and Notes on Church Government, 1929; the Bishop's Court, Its History and Proceedings, 1902; First Steps in Church Government, 1906.

George H. Brimhall: M.I.A. Manuals.

Alfred Osmond: Poetical Works, 1891; The Exiles, 1926; My Philosophy of Life, a popular and practical Discussion of the Fine Art of Living, 1927; Married Sweethearts, a Romance of the Rockies; The Happy Humorists, 1923.

Lowry Nelson and Harrison R. Merrill: Poets of the West, 1925.

Harrison R. Merrill: Bart of Kane County, 1925; Dusk on the Desert, a memorial volume of his writings, 1938; Reading Manual M.I.A. 1935-36; Rimes of the Rockies; Utah Sings, an anthology of Contemporary verse, 1934.

Weston L. Oaks: Ear, Nose and Throat; Medical Aspects of the Latter-day Saints' Word of Wisdom, 1929.

(with notes on an imitation or work has been accomplished by intensity purchasers in the past)

Earl H. Maberry. Tobacco and Civilization, 1924.

M. L. Nelson. The Bonus Point of View. Prescotting and Public Speaking, 1924; Universities Academy of Economics and Politics in Years of Life, 1924.

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Joseph S. Barlow. The Gardner's Guide to Fruit Growing, 1920; The Annals (Textbook and Book on Clerk Government, 1920; the Ordinary Court, The Statutory and Prosecutions, 1924; First Steps in Clerk Government, 1924.

George H. Brownell. M.I.A. Manual.

Alfred Dowson. Tradition Story, 1924; The Spring, 1924; My Pilgrimage of Life, a regular and practical Calculation of the Time Lost of Living, 1921.

Harold Bertrand, a Reason of the Months; The Minor Morality, 1924.

Lucy Nelson and Dorothea E. Merrill. Tales of the Dark, 1921.

Dorothea E. Merrill. Book of Some Poetry, 1921; Book on the Beauty, a moral value of his writing, 1921; Reading Manual M.I.A. 1919-20; Sisters of the Doctrine; Life Study, an anthology of Contemporary verse, 1924.

Wayne L. Cain. Ben, Bow and Sword; Medical Aspects of the Latter-day Saints' Word of Wisdom, 1929.

Weston L. Oaks and H. G. Merrill; Your Nose, Throat and Ears, their health and care, 1929; Your Vision, How to Keep it, 1930.

J. Marinus Jensen; The History of Provo, 1924.

Franklin S. Harris and Newbern I. Butt: The Fruits of Mormonism, 1925.

Franklin S. Harris: The Practical Aspects of Mormonism, 1932; Heroes of Science, M.I.A. Manual, 1926-28.

Reinhard Maeser: Karl G. Maeser, 1928.

Aretta Young: After Sunset, 1929.

M. Wildord Poulson: Human Nature in Religious Education; Readings and Problems in Educational psychology, Teachers' Training Lesson Book, 1927-28, compiled and written for the

General Church Board of Education, 1927.

Asael C. Lambert and Emma Brown: Syllabus and Workbook for Elementary Education, the Elementary School Surriculum and the State Course of Study, 1929

Asael C. Lambert: Foundations of Religious Life, first course in the Restored Gospel, B.Y.U. 1938; School Transportation, 1938 (In general use by school administration officials and also as a text book.)

Sidney B. Sperry: Ancient Records Testify in Papyrus and Stone, 1938; M. I. A. Manual.

Denton E. Cake and E. G. Morrill: Some Ideas, Choices and Aims; Short Stories and Ours, 1967; Ideas Values, Ends to Some Ends, 1968.

A. Martin Johnson: The Glory of Long, 1967.

Franklin B. Harris and Newburn I. Moore: The Fire in our Mountains, 1967.

Franklin B. Harris: The Functional Approach to Economics, 1967; Journal of Science, M.I.A. Manual, 1966-68.

Richard Meeser: Kurt G. Meeser, 1968.

Jerry Songe: Jerry Songe, 1968.

M. Wilford Poulson: Human Nature in Religious Education; Revision and Criticism in Educational Psychology; Teachers' Training Lesson Plan, 1967-68, compiled and written for the

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Deseret Church Board of Education, 1967:

Janet C. Lindsay and Jane Brown: Children and Teachers for Elementary Education, the Elementary School Principal and the State Course of Study, 1967

Jesse E. Lindsay: Foundations of Religious Life, first course in the Deseret Gospel, M.I.A. 1968; Journal Conversations, 1967 (the general use of Journal conversations effective and also as a basis issue.)

Sidney B. Sperry: Ancient Scripture in Doctrine and Plan, 1968; M. I. A. Manual.

Sidney B. Sperry and Josiah E. Hickman: Romance of the Book of Mormon, 1937.

T. Earl Pardoe: Pantomimes for Stage and Study, 1931; This Speaking World.

Carl F. Eyring: A Survey Course in Physics, 1928; M.I.A. Manuals.

Franklin Madsen: History of Jazz, 1931.

Hugh W. Woodward: Humanity's Greatest Need; The Common Message of the World's Great Teachers, 1932.

Lorna Call, in collaboration with Bertha B. Harris, Pepita y Carlos, 1941. This attractive little book is the story of two children, and is to be used as a beginner's reader in the public schools of Mexico and in other Spanish-American Countries.

The following texts have been published by the B.Y.U. Press Department:

Bertha Roberts: The Typists Aid to Speed and Accuracy, 1934.

Wayne B. Hales: Outline in Theoretical and Experimental Photography, 1940.

D. Elden Beck: General Zoology, 1940;

May Billings: A Sewing Laboratory Guide, 1940.

Evan M. Croft: Direct and Natural Typewriting, 1941.

T. L. Martin and D. A. Anderson: General Bacteriology, 1941.

Sidney H. Morley and Martin G. Weisman: Bacteria in the Food of Man, 1947.

F. Burt Newton: Preservation for Grain and Seed, 1948; Pole Beans Build Soil.

Gary F. Spring: A Second Course in Botany, 1948, N.Y.A. Manual.

Benjamin Hadden: History of Java, 1951.

Ruth M. Underhill: Hopalitu's Harvest Book: The Seasonal Activities of the Hopi's Great Farmers, 1948.

Irene Gail, in collaboration with Bertha E. Morris, Lucile A. Dolan: 1941. This attractive little book is the story of two children, who is to be used as a beginner's reader in the public schools of Ohio or that in other American Countries.

The following texts have been published by the N.Y.A. Press Department:

Marion Hubert: The Sports and Be Smart and Economy, 1940.

Myra E. Hale: Outline in Theoretical and Experimental Technology, 1940.

D. Kidam Beck: General Zoology, 1940;

May Billings: A Sewing Laboratory Guide, 1940.

Ben E. Grant: Plant and Animal Physiology, 1941.

T. L. Davis and E. A. Andrews: General Entomology, 1941.

(2) RESEARCH DIVISION

In his reorganization of the scholastic work of the University in 1921, President Harris included a Research Division. Though handicapped by a limitation of funds the Division has turned the attention of Faculty members toward research and has produced some scholarly studies.

In connection with this division it is worthy of mention that Mrs. Ellen Henderson, on May 3, 1924, made a contribution of $1,500 for the establishment of the Martin P. Henderson Research Fund. She suggested that in harmony with her husband's plan the first use of this fund be in the line of studying the evil effects of the use of tobacco. The suggestion was complied with, Doctors Weston L. Oaks and H. G. Merrill doing considerable work along the line suggested and publishing articles and books giving reports of their findings.

The following report of research work done, it will be realized, cannot be complete, but will serve to designate the nature of the work being achieved.

(3) SURVEY OF ESCALANTE

Lowry Nelson, director of the Extension Division, was for several years especially active in this work. The

first study, A Social Survey of Escalante, Utah, published in 1925, was made in cooperation with the Bureau of Agricultural Economics of the United States

(4) [illegible]

In the inauguration of the scholastic work of the University in 1925, President Harris included a Research Division. Though handicapped by a little-time of funds the Division has turned the attention of faculty members towards research and has produced some scholarly studies.

In connection with this division it is worthy of mention that Mrs. Milton Hallstrom, on May 4, 1929, made a contribution of $2,500 for the rehabilitation of the Harris T. Hallstrom Research Fund. She suggested that in harmony with her generously gave the first use of this fund to be the plan of studying the evil effects of the use of tobacco. The suggestion was adopted, Doctors Marion L. Cole and E. H. Merrill during considerable work along the line suggested and publishing articles and books giving reports of their findings.

The following report of research work done, it will be realized, cannot be complete, but will serve to designate the nature of the work being undertaken.

(5) SURVEY OF SECONDARY

Henry Nelson, director of the extension division, was for several years especially active in this work. The

first study, A Social Survey of Bowling Green, Ohio, published in 1924, was made in cooperation with the Bureau of Agricultural Economics of the United States

of Agriculture. The work was planned by Lowry Nelson and Dr. C. J. Calpin, economist in charge of the Division of Farm Population and Rural Life. The field investigation was done by Mr. Roy Lee of Escalante; maps were made by J. H. Clark of Panguitch.

In a foreward, President Harris justifies the study on the ground of necessity in this city-building age of putting forth special effort to assist those living in isolated places to partake of the advantages of the modern world, and to curb the tendency toward rural decadence. In Utah is found a rural situation with its sturdy homogeneous population, which lends itself especially well to study.

After a discussion in the final chapter of the economic and social advantages and disadvantages of the agricultural village, the conclusion is stated as follows:

> The result of the constant emulsion of personalities, most sociologists will agree, when the recial types are capable of amalgamation, is the wearing off of sharp corners and the fitting of them all into a social whole, which is, in general, compatible, and productive of a high degree of social efficiency.
>
> There are few unassimilated immigrants in the rural villages of Utah, although in many cases they have come together from many different parts of the earth.

(3) OTHER COMMUNITY SURVEYS

After the survey of Escalante came the following studies by the same authors: The Utah Farm Village of Ephraim, The

of Agriculture. The book was planned by Dwight Sanders and Dr. C. J. Galpin, economist in charge of the division of farm population and rural life. The field investigation was done by Mr. Guy Lee of Brewster; maps were made by C. E. Clark of Pamphlet.

In a foreword, President Harris describes the study of the journal of necessity in this city-building age of placing their special talents to assist these "Bring in isolated places to partake of the advantages of the modern world, and to such the building towards rural democracy." In this is found a rural situation with its study-management population, which lack itself especially well to study.

After a discussion in the final chapter of the economic and social advantages and disadvantages of the agricultural village, the conclusion is stated as follows:

> The results of the available evidence of probability, most sociologists will agree, that the varied types are capable of satisfaction, in the working out of sharp contrasts and the training of them all into a social whole, which is, in general, comparable, and provides of a high degree of social attractiveness.
>
> There are few unsatisfied longings in the rural villages of Ohio, although in many cases they have some laudatory view many different parts of the earth.

(3) CITIES COMMUNITY SURVEYS

After the survey of Hamilton came the following studies by the same authors: The Rural Town Village of Ohio, The

Mormon Village; A Study of Social Origins; and Some Social and Economic Features of American Fork, Utah.

(3) A REDISTRICTING PLAN

A regional Redistricting Plan for the State of Utah, by Dr. George H. Hansen, was published in 1937. Dr. Hansen was aided in his research, he states in his foreward, by a number of school men of the State.

He groups his fundamental reasons for county realignment in the State As follows:

1. The possibilities of reducing the cost and increasing the efficiency of county government.

2. Alleviation of the inequalities of wealth, opportunities, and social services fostered by existing boundaries.

3. Changing methods and facilities of administration which are unsuited to the old style system.

(3) ANTHROPOLOGY

Dr. Albert B. Reagan, special professor of anthropology at Brigham Young University, Fellow of the American Association for the Advancement of Science, and for thirty-five years an official in the United States Indian Field Service, published during the 1930's a number of Indian tales and myths under

Human Rights. A study of Social Origins and Some Social and Economic Problems of American Life, 1944.

(3) A MODERNIZING PLAN

A Regional Redevelopment Plan for the State of Iowa, by Dr. George S. Harris, was published in 1945. Dr. Harris was aided in the preparation, as states in his foreword, by a number of school men of the State.

He groups his fundamental reasons for county reorganization in the State as follows:

1. The possibilities of reducing the cost and increasing the efficiency of county government.

2. Alleviation of the inequitable work, compensation, and social service forced by existing conditions.

3. Changing needs and facilities of communities which are resultant to the mobility system.

(4) ARMSTRONG

Dr. Albert H. Morgan, special professor of economics at Drake University, Dallas of the Iowa Committee for the Improvement of Schools, and for thirty-five years an official in the United States Dental Service, published during the 1920's a number of Dallas Talks and Cycle Talks

the title, The Sun God Mocassin Tales. One series gives twenty-three Flood Myths of the Indians. The Ute Indian Flood Myth reveals a contest between darkness and light. and the establishing of the days, nights, seasons and years.

Two other myths dealing with the eclipse of the sun have a Polynesian flavor.

(3) ZOOLOGY AND ENTOMOLOGY

The B. Y. U. Department of Zoology and Entomology has been active for a number of years in research and has published reports of animal life in Utah and surrounding States. Dr. Vasco M. Tanner, head of the department, was, from 1938 to 1939, editor of The Proceedings of the Utah Academy of Sciences, Arts, and Letters, and contributed articles thereto on "Utah Fishes (Living and Fossel)","Utah Amphibia," and "Utah Reptiles." Other articles were published in special B.Y.U. Bulletins, and recently a new magazine, The Breat Basin Naturalist, sponsored by the Department of Zoology and Entomology of Brigham Young University under the editorship of Dr. Tanner, assisted by Professor C. Lynn Hayward, also of the B.Y.U. Zoology Department.

In the issue of this journal of July 25, 1939, appeared an article published by Dr. Tanner, "A Study of the Genus Scaphiopuso," the spade foot

the title, The New Old Mexico Tales: The voices given lively-then food

Myths of the Indians. The The Indian Tlaol Eyi provide a vivacs between

Crimes and tigers, and the quadlicating of the days, nights, seasons and

years.

The other myths dealing with the religion of the are here a Pilgrimsta

flavor.

(3) ZOOLOGY AND ENTOMOLOGY

The S. T. U. Department of Zoology and Entomology has been active the

a number of years in research and has published reports of animal life in

Utah and surrounding States. Dr. Vasco M. Tanner, head of the department,

was, from 1926 to 1930, editor of The Proceedings of the Utah Academy of

Sciences, Arts, and Letters, and contributed articles twenty in "Tanx Tlaoa

(Living and Dead)", "Tlaoa Aquatica," and "Tlaoa Depilica." Other articles were

published in special S.T.U. Bulletins, and recently a new magazine, The Great

Basin Naturalist, sponsored by the Department of Zoology and Entomology of

Brigham Young University under the editorship of Dr. Tanner, assisted by

Professor C. Lynn Dufford, also of the S.T.U. Zoology Department.

In the issue of this journal of July 20, 1939, appeared an article

published by Dr. Tanner, "A Study of the Genus Eremphyrone," the species that

toads, found in utah Lake.

He has also made extensive research in the various other parts of Utah and surrounding States.

In B.Y.U. bulletin No. 15, dealing with the Coleoptera of Zion National Park, Utah, he reports 246 species from 39 families. The following four of the species are new to science: Axinopalpus utahensis, Trichochrous zionicus, Polyphylla utenea, and Polyphylla refescenta.

In one of the articles of the first number of the Basin Naturalists discussing the weevils of the Western United States, Dr. Tanner reports new species from Utah, the Eupagoderes Utahensis, Eupagoderes ardyi Tanner, and Dorytomus rabidus Tanner. The first of these are found by

Dr. Elmo Hardy in the north fork of Provo Canyon, Utah County, Utah at an elevation of 6,300 feet; the other two in St. George, Washington County, Utah.

(3) FISHES OF UTAH

Much of the natural science research of the B.Y.U. has been conducted on Utah Lake, and thereto is attached a good fish story having its beginning in the fifties of the nineteenth century. At that time Peter Madsen, a Danish convert to the Mormon faith, immigrated to Utah and settled near Provo on the shores of Utah Lake. Here he found a place to his liking, one in which

lands, found in what Utah.

He has also made extensive research in the Indian cedar parts of Cedar and surrounding States.

In B.Y.U. Bulletin No. 13, dealing with the Gymnosperms of Utah National Park, that, he reports six species from 22 families. The following four of the species are new to science: Ambrosiopsis ephedroides, Philadelphus microphyllus, Philadelphus stellatus, and Polygonum ostrowskii.

In one of the articles of the first number of the Basin Bonanzaire discussing the weeds of the Western United States, Dr. Tanner reports six species from Utah, the Sisymbrium thalianum, Sisymbrium officinale, and Erysimum repandum Tanner. The first of these are found by

(3) FRANK C. VEAL

Mr. John Hardy in the north fork of Provo Canyon, Wasatch County, than at an elevation of 6,000 feet; the latter two in Mr. Jensen, Uintah County, Utah.

Much of the national science research of the B.Y.U. has been conducted on Utah Lake, and therefore is attached a good deal story dealing the beginning in the fishes of the aforementioned country. As that lake Utah Indian, a Ute Indian, in the Bureau field, indicated to Utah and settled down there in the shores of Utah Lake. Here he found a place to his liking, one in which

he could engage in fishing and farming as he had been accustomed to in Denmark. But in addition to being a fisher, Peter Madsen became a student of the manners of fish. When, a few years later, David Starr Jordan, President of Leland Stanford Jr. University, and a great naturalist, came to Utah to study the fish o f Utah Lake, President Jordan and Peter Madsen became boon companions and carred on their research together.

More years passed; and Vasco M. Tanner, after graduating from Brigham Young University, went to Stanford and became a student of the great fish specialist and an intimate friend of the specialist's son, Eric. On the accidental death of Eric, Vasco Tanner was taken into the warm friendship of the Jordan home. Much of the conversation was on the fish of Utah Lake and Peter Madsen.

Since returning to Brigham Young University, after graduating from Stanford, Dr. Tanner, with his students, has been taking up the work left by Peter Madsen and President Jordan. The new researchers find the repeated draining of the

Lake has had an unfortunate effect on its fish. There are fewer species, and those remaining do not have the fine healthy glow that once existed.

to could engage in flirting and fooling so he had been accustomed to in Detroit. But in addition to being a flirt, Peter Bokem became a student of the manners of flirts. Many a few years later, David Starr Jordan, President of Leland Stanford Jr. University, and a great naturalist, came to Ann Arbor to visit the flirt in 7 Tech Lane. President Jordan and Peter Bokem became immediate and remained on intimate speaking together.

Here years passed, and Mavis M. Tarzan, after graduating from Detroit Normal University, went to Stanford and became a student of the great flirt specialist and an intimate friend of the specialist's son, Eric. In his middlewest days of Eric, Mavis Tarzan was taken from the more friendly of the Jordan sons. Much of the conversation was on the flirt of Tech Lane and Peter Bokem.

Mavis returning to Michigan State University, after graduating from Stanford, Dr. Tarzan, with his students, had been telling of the work left by Peter Bokem and President Jordan. The new researchers find the phenomena destroying of the

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Lake has had no noticeable effect on the flirt. There was fewer spaniels, and those remaining do not have the flirt healthy glow that made Bokem.

(3) ISAIAH AND THE BOOK OF MORMON

Dr. Sidney B. Sperry of the Division of Religion has been engaged in vital research relative to the Book of Mormon. One of the more difficult problems was that of the Bible text of Isaiah and the Book of Mormon test of Isaiah. The problems deals with the literary criticism of "Isaiah" and the time of writing of what has been characterized as the second and third "Isaiah." The Book of Mormon text of Isaiah assumes that these parts of Isaiah were written about 700 B.C. and not 550 B.C. or later as some critics hold. Dr. Sperry finds in his study the history of the criticism of Isaiah that many able scholars hold for the unity of Isaiah, a view in harmony with the Book of Mormm presentation. In examination of texts of Isaiah, Dr. Sperry finds that the Book of Mormon is a better translation than any other text in existence. He also finds definite evidence of the translation phenomena in the Book of Mormon text in Isaiah.

(3) BOOK OF ABRAHAM

Dr. Sperry, in collaboration with James R. Clark, library assistant at Brigham Young University, has also engaged in extensive research of the history and text of the Book of Abraham, an important section of the Pearl Of Great Price, one of the standard works of the L. D. S. Church. Some of the results have been published in an M.I.A. Manual under

(3) ISAIAH AND THE BOOK OF MORMON

Dr. Sperry's theory of the Revision of Religion has been adopted in other research relative to the Book of Mormon. One of the more difficult problems was that of the Bible text of Isaiah and the Book of Mormon text of Isaiah. The problem deals with the literary relations of "Isaiah" and the time or writing of what has been characterized as the second and third "Isaiah." The Book of Mormon text of Isaiah assures that these parts of Isaiah were written about 700 B.C. and 500 B.C. so large as some critics hold. Dr. Sperry finds in his study the history of the writings of Isaiah that very wide evidence hold for the unity of Isaiah, a view in harmony with the Book of Mormon pronouncements. In examining criticism of Isaiah, Dr. Sperry finds that the Book of Mormon is a better translation than any other text in existence. He also finds definite evidence of the translation phenomena in the Book of Mormon text in Isaiah.

(4) BOOK OF ABRAHAM

Dr. Sperry, in collaboration with James R. Clark, literary assistant at Brigham Young University, has also engaged in extensive research of the history and text of the Book of Abraham, an important revision of the *Book of Great Price*, one of the standard works of the L. D. S. Church. Some of the results have been published in an M.I.A. Manual under

the title, Ancient Records Testify. Further publication will come later.

(2) INSPIRED REVISION OF THE BIBLE

Joseph Smith's inspired revision of the Bible was discussed in six numbers of The Improvement Era by Sidney B. Sperry and Merrill Y. Van Wagoner. The discussion included a detailed history of Joseph Smith's translation of the Bible, the nature of the changes in the text, and a refutation of the contention of the Reorganized L.D.S. Church that the revision was incomplete.

(3) PUBLIC EDUCATION IN UTAH

A fact-finding body of the Utah Educational Survey Committee was appointed by Governor Henry H. Blood, in 1939. This committee submitted an exhaustive report to the Governor July 1, 1941. In relation to this report, the committed has the following to say:

> Dr. A. C. Lambert of Brigham Young University served in all hearings and deliberations of the Committee, drafted for the committee its report and supervised its publication.

The report had under consideration Utah's three systems of public education, the first of elementary schools and high schools under forty local School Boards and the State Board of Education, a second of Junior colleges under the State Board of Education, and a third of higher education devided into two separate boards--in all constituting a multiple system of control over public

the title, Indiana Economic Equality. Further publication will soon follow.

(2) IMPROVED REVISION OF THE BILLS

Judge Smith's inspired revision of the Bills was discussed in his address of The Government Men by Stanley A. Sperry and Morris T. Van Dyke. The discussion included a detailed history of Judge Smith's translation of the Bills, the nature of the changes in the text, and a refutation of the contention of the Bureaucrat L.S.C. claims that his revision was incomplete.

(3) PUBLIC ACCEPTANCE IS HIGH

A Post-Election Poll of the Ball Intermediate Survey Institute was reported by Professor Harry E. Wood, in 1970. This committee submitted an abstract report to the Governor Judy I. Lynn. In relation to this report, the committee has the following to say:

> Dr. A. E. Lamont of Pelgrave Young University served in all hearings and deliberations of the Committee, drafted for the committee its report and supervised its publication.

The report has later transformed Smith's three systems of public education, the first of elementary schools and high schools under Party-Local School Boards and the State Board of Education, a second of Junior colleges under the State Board of Education, and a third of higher education ambiguous into two separate boards--all establishing a multiple system of control over public

education.

Following the research and prompted by the findings of the Committee, numerous recommendations for improvement of the system in vogue were made, among them being the Following:

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The creation of a State Board of Higher Education to have general control and supervision over the two institutions of higher Education and the junior colleges.

Exercise by this Board and its staff for a period of years ahead the function of determining the establishment and method of support of any additional junior colleges and any extensions of the higher institutions.

Eventually the existence of only one State Board for the control of all public education, with a Commissioner or chief executive officer appointed by it.

Appropriation by the legislature of the sum of $150,000 biennially to be used as grants-in-aid for prospective junior college students who live in parts of the State remote from established junior colleges.

Establishment of schools for vocational education.

(3) SCIENCE CONTACTS IN THE OLD WORLD

Since coming to Brigham Young University twenty years ago President

education.

Believing the research was germaned to the findings of the Committee, numerous recommendations for improvement of the system of higher education were made, among them being the following:

The creation of a State Board of Higher Education to have general control and supervision over the institutions of higher education and the junior colleges.

Desire by this Board and its staff for a period of years where the function of determining the establishment and action of support of any additional junior colleges and any extension of the higher institutions.

Substantial the retention of only one state board for the control of all public education, with a Commissioner of State responsible directly appointed by it.

Appropriation by the Legislature of the sum of $250,000 annually to be used as grants-in-aid for preparatory junior college students who live in parts of the State remote from established junior colleges.

Establishment of schools for vocational education.

(2) <u>Action concerning the new six years</u>

Prior coming to Brigham Young University twenty years ago President

Franklin S. Harris has had opportunities for extensive travel, of which, with his keen power of observation and thorough scientific training, he has been able to make the most. In his papers written for the Utah Academy of Science and other journals, he has given reports of his observations that indicate that even in the old world there is an awakened interest in the newer things in science, and that agencies are everywhere being established to take advantage of the new things in the scientific world.

He notes that in the Philippine Islands is the oldest University under the American Flag, and that the University of the Philippines, with its College of Agriculture and

Experiment Station, is doing some noteworth scientific work, as is also the Bureau of Science.

In egypt, the oldest country in the world, so far as our records go, are found some of the newest works along scientific lines. The improvement of cotton, the development of great irrigation structures, the building of laboratories, and other things, point to the new things of science.

The new regime in Russia has given a much wider extension of the whole field of science, particularly in practical affairs. Entrance requriements for college have been practically abandoned., and great throngs of young people

Franklin D. Harris has had opportunities for extensive travel, of which, with his keen power of observation and discerning scientific training, he has been able to make the most. In his papers written for the Irish Academy of Sciences and other journals, he has given reports of his observations that even in the old world there is an renewed interest in the newer things in science, and that scientist are everywhere being stimulated to take advantage of the new things in the scientific world.

Do what that is the Philippine Islands in the Asiatic University under the American flag, and that the University of the Philippines, with its things or departments and

Department Station, is doing some research scientific work, or is also the Bureau of Science.

In every, the island country in the world, so far as our records go, was found even of the newest order along scientific lines. The improvement of nature, the development of great irrigation structures, the building of homesteads, and other things, point to the new dawn of science.

The new region in Russia has given a much wider extension of the whole field of science, particularly in practical effort. Universe requirements for college have been practically standard, and great numbers of young people

are seeking college training.

In Iran, many social processes are in reverse from those of the Occident. The leading guest, not the host, announces dinner and seats the diners at the table.

(3) INCREASE OF SOIL FERTILITY

To determine the rate at which aflalfa roots and sweet clover roots decay when incorporated with the soil and to ascertain their relative values as soil fertilizers, Dr. Thomas L. Martin submitted these roots to green house treatment for four months. From his investigation he reached the conclusion that alfalfa roots decompose more readily than sweet clover roots and have a higher nitrate and humus content and are more effective in increasing the fertility of the soil.

This experiment is but one of many performed by Dr. Martin in the determination of means of soil fertilization.

(3) CHEMICAL ANALYSIS OF UTAH LAKE WATER

To account for an apparent increase of dissolved solids of nearly four and one-half times in the waters of Utah Lake frol 1883-1904, shown by chemical analyses, F. K. Cameron attributed irrigation as the main factor in the change. But in 1935 Lorenzo E. Decker and Charles E. Maw of Brigham Young University

are causing soldiers problems.

In Iraq, many metal pipelines are in remoteness from those of the soldiers, the leading cause, and the body, preventing farmers and people the climate at the basis.

(3) INCREASE OF SOIL FERTILITY

To determine the rate at which atlatls moves and water flower roots damp plant transported with the soil and to establish their relative values as soil fertilizers, Dr. Thomas L. Martin established three pools to grass beans treatment for four months. From his investigation he reached the conclusion that atlatls roots decomposes more rapidly than water flower roots and have a higher nitrate and humus content and are more effective in increasing the fertility of the soil.

This experiment is but one of many performed by Dr. Martin in the determination of degree of soil fertilization.

(4) CHEMICAL ANALYSIS OF WEAK LAKE WATER

To account for an apparent increase of dissolved solids of nearly four and one-half times in the waters of Black Lake Coal 1883-1904, issues by measured analyses, F. E. Cameron established irrigation as the main factor in the change. Men in 1903 Lorenzo S. Ponder and Charles S. Orr of Bridgeport Young University

Chemistry Department made an examination of Lake water, and found that while irrigation in Utah Valley had continually increased from 1904 to 1935 the dissolved solids in the water of the lake had remained rather constant and had therefore had no appreciable effect on the soils irrigated by Utah Lake water.

(3) REVERBERATIONS--TIME MEASUREMENTS

Dean Carl F. Eyring of the College of Arts and Sciences spent his leave of absence from the University in 1929-31 at the Bell Telephone Laboratory in New York, engaged in various telephone research problems. An account of one line of experiments, with conclusions reached, Reverberations, Time Measurements in Coupled Rooms, was issued in book form as a number of the Bell Telephone System of Technical Publications.

(3) BUREAU OF RESEARCH -- U.S. FOREST SERVICE

Members of the faculty in the field of natural science have on various occasions engaged in extended field excursions, and have made a number of new discoveries that have received recognition from the scientific world. In 1931, according to a report made by President Harris on December 3, of that year, a cooperative agreement was entered into between

Brigham Young University and the Bureau of Research of the U.S. Forest Service staff for the use of the University Laboratories by the Forest Service.

Provision was also made in the agreement for exchange of members of the Forest Service Staff and graduate students of the University. The scheme of cooperation, according to a later report by President Harris, has been mutually helpful.

XV

(1) EARLY FACULTY AND STUDENT ORGANIZATIONS

(2) Polysophical Society -- Lectures and Musicals

Having in mind the cultural and recreational advantages to be derived therefrom, Principal Maeser reported, at the end of the first quarter, second Academic year (1877-78) that a constitution for a Polysophical Society had been drawn up, submitted to the Board of Trustees, and accepted by them. This society, would be organized, the report added, the first week of the second term.

The word, polysophical, is interesting. It evidently comes from two Greek roots, poly meaning "many," "much," or "abounding in;" and soph, indicating "wisdom;" and the suffix, ical, signifying "pertaining to." So polysophical may be defined as pertaining to much wisdom.

As the word came into use among the Latter-day Saints during the winter of 1854-55 to designate one of a number of cultural societies organized at

Dyerstyle may also make us the appearance that knowledge of evidence of the Forces Darwin Short and symbolic evidence of the Universality. The science of experiments, involving not a later report by Francisco Redig, the best authority today.

IV

(1) Early Empiric and Primary Observations

(a) Polyzoptical Density -- Lectures and Publication

Having in mind the original and reconstructed arrangements in the Revised Overview, Friedrich Dreyer reported, at the end of the first quarter, second Academic year (1977-78) that a manuscript for a Polyzoptical Density had been drawn up, submitted to the Board of Trustees, and accepted by them. This society, would be organized, the report added, the first week of the second term.

The word, polyzoptical, is interesting. It evidently comes from two Greek roots, poly meaning "many," "much," or "something to," and zopti, indicating "visual" and the suffix, ical, signifying "pertaining to." Ergo polyzoptical may be defined as pertaining to much vision.

As the word never late was among the Latter-day Saints during the winter of 1978-79 to designate one of a number of primary existing organizations in

that time, and as Webster does not define the work, it is quite possible that Polysophical is of L.D.S. coinage.

William J. McNiff in his Heaven on Earth, has the following comment:

> The polysophical Society was organized under the leadership of Erastus Snow, one of the Twelve Apostles of the Church. Another of the Twelve A postles, Lorenzo Snow, was appointed president of the Polysophical Society upon its actual organization.

In the biography of her brother, Lorenzo Snow, Eliza R. Snow Smith, writes as follows:

> The Polysophical Assocaition, one of the most interesting and extraordinary productions, was the offspring of his (Lorenso Snow) fertile brain. It was in the form of a series of evening

> entertainments, consisting of a most remarkable combination of physical, moral, mental and spiritual exercises, all blended in one harmonious whole. The association met once in two weeks in my brother's hall, which was decorated in a manner to correspond with the occasion.

Principal Maeser, at the close of the school year 1879-80 reported that the society had been in operation with Marion Tanner as President, and William H. King, Kate Houtz, James E. Talmage, and Nettie Southworth as chariman of the four sections, viz. Civil Government, Science, Fine Arts, and Literature. Four evenings each week were set apart for the meetings of the respective sections, where operations have been recorded as follows: Lectnres, 47; Essays, 28; Interrogatories, 121; Readings, 47; Recitations, 4; Discourses, 3; Section meetings, 61.

[illegible]

[illegible] Hamner [illegible] in [illegible] [illegible]

William V. Shofner in his Memoir on Marie, one [illegible] [illegible]

> The phenomenal destiny was responsible under the leadership of Brother Dave, one of the Twelve Apostles of the Church. Another of the Twelve A postles, Jacobus Dave, was appointed president of the Polynesian Society upon its actual organization.

In the biography of her brother, Lorenzo Snow, Eliza R. Snow Smith, writes as follows:

> The Polynesian Association, one of the most interesting and extraordinary productions, was the offspring of the Hawaiian Social Parlor Club. It was in the form of a series of evening entertainments, consisting of a most remarkable combination of physical, moral, mental and spiritual exercises, all blended in the harmonious whole. The substitutes not come in too soon in Dr Jackson's hall, which was thronged to a memory to accompany with the occasion.

Parallel Hamner, at the close of the annual year 1877-78 reported that the society had been in operation with Barton Hamner as President, and William E. King, Jane Black, James E. Thomas, and Hattie Bowkerth in charge of the four sections, viz. Civil Government, Science, Fine Arts, and Literature. Four evening meetings were set apart for the meetings of the respective sections, where questions were discussed as follows: Interest, 47; Energy, 38; Interrogatories, 121; Reading, 47; Recitations, 4; Discussions, 3; Section meetings, 61.

In the circular for 1881-82 announcement is made that the society is divided into three sections, section a, for Science and Literature; section b, for Music and Fine Arts; and Section c, for Civil Government. The object of the Society, it was stated, was the obtaining of general information, recreation, practice in public speaking, and acquaintance with parliamentary usage. The society, it was further stated, was conducted by the students of the school under the supervision of the faculty.

The various sections of the society functioned quite successfully, as illustrative of the work done, the following instances may be cited:

Mrs. Zina Y. Williams, a member of the faculty, on one occasion, gave a demonstration of phrenology--at that time generally accepted as a science--by reading, while blind-folded, the heads of several students, much to the interest and delight of the auditors.

A beautiful "Tableau and Music" portraying the life of Mary, Queen of Scots, was an artistic production.

Election in School

But perhaps the program most enthusiastically entered into by the students was one given in January, 1884, a few days before the fire, under the auspices

In the circular for 1955 the arrangement is such that the society is divided into three sections, section a, for Science and Literature, section b, for Music and Fine Arts, and section c, for Civil Government. The objects of the Society, it was stated, are the dissemination of general information, conversation, question in public speaking, and expostulations with participatory people. The society, it was further stated, was conducted by the students of the school under the supervision of the faculty.

The various questions of the society functioned quite successfully, as illustrative of the work done, the following instances may be cited.

Mr. John T. Williams, a member of the faculty, in one occasion, gave a demonstration of glassblowing--or that time generally employed at a university by reading, while blind-folded, the length of numerical problems, such as the tuberous and height of the mountains.

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A traveling "Indian and Beauty" performing the life of Mary, Queen of Scots, was an artistic production.

Elocution in School

But perhaps the program most enthusiastically received by the students was one given in January, 1887, a few days before the film, among the weights

of the Civil Government Section, a political campaign was held with primaries, conventions, campaign speeches, and finally an election. The two national parties, Democratic and Republicans were represented; but as Utah Territory's politics, up to that time, had been local in character with the People's Party and the Liberals functioning, most of the students were not familiar with the principles of the national parties, and consequently not well prepared to discuss them. Under these circumstances, one student Langdon Rich, of Idaho, who was familiar with national politics as conducted in that state, distinquished himself. Representing the Republican party, he spoke of its achievements, especially in the Civil War, "Waving the bloody shirt" vigorously, according to the campaign custom of the time, and doing much to build up the Republican party membership, which before had been a very small minority.

Here are the two tickets, which should be interesting in view of the later prominence of the candidates, some of them on the other side of the fence from that taken in 1884:

(3) DEMOCRATIC TICKET

"Let the Voice of the People Rule."

Election of County Officers. 246

Wednesday, January 9, 1884

For Probate Judge:

A. G. Sutherland, Jr. [George Sutherland]

For County Clerk:

B. F. Knowlton, Jr.

of the Civil Government Bureau, a political adept and full with polemics, conventions, campaign expenses, and finally on elections. The two national parties, Democratic and Republicans were impressed; but as Chao Ts'ai-yu's politics, up to date then, had been local in character -his the Tsaqia's Party and the liberals functionaries, many of his followers were not familiar with the principles of the national parties, and consequently had well prepared to discuss them. Under these circumstances, the student Langdon Chin, of Ilaio, who was familiar with national politics as manifested in that state, distinguished himself. Representing the Republican party, an opponent of his achievements, especially in the civil law, "having the bloody stain" vigorously, according to the campaign-orator of the time, had taking much to benefiting the Republican party successfully, which before had been a very small minority.

Here are the two tickets, which should be considering in view of the latter pronouncers of the candidates, some of them on the other side of the Tsaqia from that taken in 2004:

(3) [illegible]

"Let the Voice of the People Rule."

Election of County Officers.

Wednesday, January 9, 1906.

For Prosecuting Attorney:

A. B. Robertson, Jr. (George Burlingham)

For County Clerk:

E. F. Snowdow, Jr.

For Prosecuting Attorney:

Benj. Cluff, Jr.

For Sheriff:

Edna Lyman.

(3) THE PEOPLE'S TICKET. BASED ON REPUBLICAN PLATFORM

"United We Stand, Divided we Fall."

Election of County Officers.

Wednesday, January 9, 1884.

For Probate Judge:

J. M. Tanner.

For County Clerk:

Edward L. Jones

For Prosecuting Attorney:

N. L. Nelson.

For Sheriff;

Athena Rogers.

Comparative Platforms

Republican	Democratic
1. Centralization	1. Secession
2. Tariff	2. Free Trade
3. Temperance	3. Intemperance
4. Education	4. Ignorance

After an exciting campaign and a sprited election, the Democratic party was declared vitorious.

(3) A LECTURE BUREAU

The Polysophical Society apparently maintained its position of influence after the fire, for the Catalogue of 1886-87, referred

to the Field Club and the Mathematical Club at "Branches of the organization."

For Prosecuting Attorney:

Benj. Ulmer, Jr.

For Sheriff:

Adam Lyman.

(4) THE PEOPLE'S TICKET. PARTY OF REPUBLICAN PLURALITY

"United We Stand, Divided We Fall."

Election of County Officers.

Wednesday, January 9, 1884.

For Probate Judge

J. M. Tanner.

For County Clerk

Edward L. Shaw

For Prosecuting Attorney

H. J. Baldwin.

For Sheriff:

Albert Ingham.

Democratic Platform

Republicans	Democrats
1. Centralization	1. Decentralization
2. Tariff	2. Free Trade
3. Monopolies	3. Independence
4. Education	4. Ignorance

After an exciting campaign and a spirited election, the Democratic party was declared victorious.

(5) A LEGAL REASON

The Kalamazoo Daily Telegraph humorously maintained the position of Democrats after the fire, for the Congress of 1883-87, reasoned

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So the Field Club and the Instructional Class are "Democrat of the organization."

By the year 1900, however, a change was taking place in the character of the Polysophical Society. This conclusion is borne out by a 1902-03 Catalogue statement to the effect that "during the past two years the Society has assumed more the character of a lecture bureau, aiming to bring before the students and patrons of the Academy the best available talent in the lecture and music field. This new function, of course, entailed some expense and it became necessary to sell season tickets at a "nominal sum."

Though the contributions were at the beginning chiefly local they were nevertheless of a high order, as will be seen from the following course for the year, 1901-02:

President Joseph F. Smith, "Divine Aid in Domestic Government;" Miss Margaret Barry, elocutionary recital; Dr. G. H. Brimhall,"Parenthood;" Miss Maud May Babcock, recital: "Shakesperian Women;" Professor J. E. Hickman, "The Utah Pioneer;" Apostle M. F. Cowley, "The Church as a Child Trainer;" Judge Theodore Botkin, "Character;" Dr. G. H. Brimhall, "The Prodigal Son;" Miss may Teasdel, "Art in the home and School;" Dr. G. H. Brimhall, "The Hired Girl"; Director L. H. Murdock, "U.S. Weather Bureau;" Mrs. Susa Y. Gates, "Social Inconsistencies;" Professor George M. Marshall, "Literature for the Home"; Apostle A. O. Woodruff, "Industry in the Home;" Professor Caleb Tanner, "Yellowstone Park;" President Angus M. Cannon, "The Latter-day Saint Father";

by the year 1500, however, a change was taking place in the character of his Polyzoglossi Ducisty. This desolation is known not by a 1500-AD Constitution attributed to the effect that "During the past two years the Duchy has entered now the character of a lawless country, clinging to living between the wishers and patrons of the academy the very available income in the Lawless and music Tiadd. This new Duchy, of course, exhibited some expense and it became necessary to sell Amazon tickets as a "Neutral zone."

Though the constitutions were at the beginning mostly local they were innovations of a high order, as will be seen from the following Laws for the year, 1500-AD:

President Joseph P. Smith, "Ritjie Ala Ja Somerie Ge-Commun;" Alan Sherwood Berry, electronics realist; Dr. G. E. Brinkell, "Pacmodood;" Alan Ward Ray Bennett, realist; "Stranggrove Sunset" Pritchard; G. E. Kinner, "The Soul Pilgrim;" Agnetis M. P. Gordon, "The Chance on a Child Dreamer;" Paige Theodore Bolein, "Somewhere" Dr. G. E. Brinkell, "The Prodigal Duel" Alan Ray Bennett, "Art is the Same and Ghost;" Dr. G. E. Brinkell, "The Blind Girl;" Dorothy L. M. Morton, "T.S. Gordon Brown" Dr. Jean P. Grove, "Sexual Immaturity;" Professor George M. Petrelli, "Interview for the Dove"; Agnetis A. M. Goodrich, "Idiocy is so Easy" Professor Julia Thomas, "Yellowstone Park;" President Agnes M. Cannon, "The Lather-dip Bath Video".

Professor Mills, Kansas College Social Science, "The Coming Brotherhood;" Apostle Reed Smoot, "Street Education;" Superintendent A. C. Nelson, "Relationship of School and Home;" Colonel Copeland, "Snobs and Snobbery;" Apostle Anthon H. Lund, "Norweigan Home Culture;" Dr. G. H. Brimhall, "Mary the Mother of Jesus;" Mr. B. S. Young, "The Old Fashioned Woman;" and George R. Wendling, "The Man of Galilee."

Other organizations seem also to have manifested considerable activity in connection with the lecture course. In the year 1902-03 Catalogue, reference is made to a Parents' Class and to a Lecture Bureau "Under the auspices of the Parents" Class and the various societies." Presumably the Polysophical Society was one of these "various societies" together with the Pedagogium, a Normal group affording the students a practical opportunity of presenting their views and ideas on subjects considered in the class room; the Literary Society, an organization "primarily for the benefit of the classes in English, Elocution and Literature;" and the Sonatschulen, a society of more advanced students in music.

The next year's Catalogue, 1903-04, brings the Polysophical Society back into prominence by putting the Lecture Bureau "Under the auspices of the Polysophical Society, the Parents' Class and the various other societies."

Trafeuse Mills, Queen Orlene Quetzal Guinness, "The Seeing Brotherhood;" Angelle Ruth Shaza, "Divine Obsession;" Stephanie A. C. Shinn, "Ministries of Blood and Bone;" Richard Greaves, "Saints and Seekers;" Patricia Lenkus A. Yeam, "Marvelous Love Children;" ed. G. R. Schwartz, "Mary: the Mother of

Jesus;" Dr. R. K. Young, "The Old Polished Stone;" and George E. Moulton, "The Man of Galilee."

Other organizations were also in their centennial anniversary activity in connection with the Lantern series. In the year 1928 CE Christian reformers in exile in a Protestant Close cast in a Lantern Bureau "Under the auspices of the Theatre" Close and the various societies." Previously the Polycentrical Society was one of these "various societies" bumping into the Tabernacle, a Christ group reflecting the students a practical opportunity to generalize their view and place on analysis established in the other young the Liberty Society, an organization "primarily for the benefit of the Church in English, Ecumenism and Liberation" and the Quetzalcoatlus, a society of some reformed attribute in music.

The next year's Catalogue, 1929-30, notices the Polycentrical Society had been premature in putting the Lantern Bureau "Under the auspices of the Polycentrical Society, the Theatre" Close and the various other societies."

A list of standing committees appears for the first time in the 1904-05 Catalogue. One of these committees shows a rather unusual combination of academic units: "Lectures, Social Affairs, and Athletics." The following year's catalogue, however, indicates a division into two committees, one of Lectures and Social Affairs and another of Athletics.

In the year 1904-05 there was an increased number of lecturers and entertainers from abroad. The year's personnel included the following: Miss Mabel Bigart, two literary reviews; Jacob A. Riis, New York, "Battle with the Slums;" Judge Botkin, Salt Lake, "Peter's Mistake;" Charles W. Hanford, Washington D.C., Shakespearian recital; Bertha Kunz Baker, New York, "Legend of the Hold Grail" and "Parsival;" William Norman Guthrie, University of

Chicago, a series of six lectures on "Comic Literature;" S. H. Clark, University of Chicago, two dramatic recitals; Byron W. King, Pittsburg, Pa., "Folks and Fancies," "Wit and Oratory of Shakespeare;" J. Wilder Fairbanks, Boston, "Ben Hur," "Seward's Folly," and American Patriotism;" Laura Frankenfield, St. Paul, "Henrik Ibsen;" Robert L. Dunn, Far East correspondent Collier's Weekly, "First in Korea."

From 1905 to the present time courses have been given from year to year presenting the best to be obtained at home and from abroad in lectures, dramatic

A list of attending conditions appears for the first time in the 1904-05 catalogue. One of these conditions shows a rather unusual combination of academic values: "Lectures, Social Affairs, and Athletics." The following year's catalogue, however, initiates a division into two semesters, one of Lectures and Social Affairs and another of Athletics.

In the year 1904-05 there was an extended course of Lectures and events given free thereof. The year's personnel included the following: Miss Maud Sugar, two literary events; Jesse A. Alle, Mr Tom, "Battle with the Elements;" Judge Smith, Bell Lake, "Peter's Mistake;" Charles E. Bechtel, reading; R.C., Shakespeare recital; Bertha Ewen Riley, New York, "Legend of the Gold Spell" and "Pandora;" William Jennings Bryan, University of Chicago, a series of six lectures on "Comic Literature;" B. E. Clark, University of Chicago, two dramatic readings; Byron E. Kiel, Pittsburg, Pa., "Pills and Poesies," "Art and Destiny of Statesmanship" J. Milton Fitzsimmons, Salem, "Ben Hur," "Howard's Folly;" and American Patriotism." Isaac Fromenfield, St. Paul, "Jewish Times;" Albert E. Shaw, for Best Correspondence; Quiller's Sanitor, "Fire is Green."

From 1905 to the present time courses have been given from year to year presenting the best to be obtained at home and from abroad in Literature, Dramatic

readings, and musicals. In recent years cultural groups of provo have joined with the University in making a success of the undertaking.

The following is a list, though by no means complete, of outstanding lecturers and performers who have appeared on the platform and stage under the sponsorship of the Lyceum or Arts Course, or other groups since 1905:

Lecturers: Erling Bjornsen, Jerome K. Jerome, Elbert Hubbard, Booker T. Washington, Roald Amundsen, Helen Keller, Eugene V. Dobbs, John Dewey, S. S. McClure, Richard P. Hobson, Ida M. Tarbell, Lincoln Steffins, Carl Sandburg, and Robert Frost.

Musicians: Emil Oberdorfer and his Minneapolis Symphony Orchestra; Basil Cameron and his Seattle Symphony Orchestra; London String Quartette; Fritz Kreisler, violinist; Sergi Rockmanikoff, pianist; Gregor Piakgorsky, cellist; Mischa Elman, violinist; Hellen Jepson, singer; Westminster Choir; Roth Quartette; Bidu Sayao, singer, Cherniavsky Trio; Marcell Dupre, organist; Andre Marchal, organist; Rudolph Ganze, pianist; Percy Granger, pianist.

250'

Deserving high credit for the success of the Lyceum or Arts Course during these many years is chairman John C. Swenson, of the Committee on Lectures and Musicals, who first became identitied with this type of work in 1902. A valuable assistant in recent years has been Professor Herald R.

Clark, now chairman.

(3) OTHER EARLY SOCIETIES

A number of other early societies appeared on the campus from time to time and functioned for short periods of time. Among them were the following:

The Normal Association, organized to afford normal students opportunities for additional training. At the weekly meetings lectures on methods and managements were given. The members also participated in discussions and debates to which the public was invited. This society was in operation in 1891-2. Later, in 1895 it seems to have become the "Pedagogium." Its aim was still to provide additional instruction for normal students. This organization published The Normal and later the Journal of Pedagogy.

The Commercial Law Club, open to all students and friends of the Academy, was in operation as early as 1891-92. The group met every Wednesday to listen to lectures by prominent lawyers and businessmen on topics not in the regular courses. This society was made up of the business and commercial divisions of the Academy.

The "Sonataschulen," organized about 1896, for the benefit of advanced music students. It was later changed to "Music Recitals" at which the music students performed and the public was invited.

Hall, can continue.

(4) [illegible] ACTIVITIES

A number of other social activities suggested in the report also came into being and flourished for short periods of time. Among them were the following:

The Musical Association, organized to afford general musical activities for additional training. At the weekly meetings lectures on methods and management were given. The members also participated in discussions and listening to which the public was invited. This society was in operation in 1924-5. Later, in 1927 it seems to have become the "Musicians." The aim was still to provide additional instruction for musical students. This organization published The Bugle and later the Journal of Music.

The Commercial Law Club, open to all students and friends of the Academy, was in operation in early in 1927-28. The group met every Thursday to listen to lectures by prominent lawyers and businessmen on topics in the regular courses. This society was made up of the business and commercial divisions of the Academy.

The "Sunflowerettes," organized about 1924, for the benefit of girl music students. It was later changed to "Sun Dials," at which time minstrels performed and the public was invited.

The "Science Society" was holding regular meetings as early as 1891-92 to benefit the students in science. The Field Club was an auxiliary of this organization. It sponsored excursions in the spring and the fall to study nature.

The "Literary Society," was established in 1895 for the benefit of classes in English, Elocution and literature. The programs were made up of classic readings, plays, and original compositions. The purpose was to cultivate literary tasteand to furnish opportunity for acquiring facility in public speaking. Contests with other institutions in stories, debates and orations were promoted. One such contest with a Salt Lake school seemed to carry all the enthusiasm of the athletic meet that accurred on the same day. Older students still paint glowing pictures of Annie Pike as she held her audience spellbound with her original story.

The "Oratory Society," later called the "Agorian," was organized in 1900 "to train the best minds in debating."

The University Institute was functioning in 1903. This was a normal organization for the faculty and advanced students to keep them in touch with new thoughts along pedagogical lines. Eminent lecturers were presented at the semi-monthly meetings. The meetings of this association took the place of one of the regular faculty meetings each month.

The "Science Society" was initially popular meeting on early as 1870 to interest the students in science. The Field Club was an outlaw of this organization. It organized excursions in the spring and the fall to study nature.

The "Literary Society," was established in 1871 for the benefit of classes in English, Elocution and literature. The programs were made up of classic readings, plays, and original compositions. The purpose was to initiate literary training in Female opportunity for acquiring facility in public speaking. Contests with other institutions in elocution, debates and orations were promoted. The club concluded with a full time school session to carry all the curriculum of the activity week that occurred on the same day. Other students still point glowing pleasure at Jacob Tiff as she held her audiences spellbound with her original story.

The "Debate Society," later called the "Agorian," was organized in 1900 "to train the best minds in debating."

The University Institute was functioning in 1871. This was a summer institution for the faculty and advanced students to keep them in touch with new thoughts along pedagogical lines. Famous lecturers were presented as the institute's annually meetings. The meetings of this association took the place of some of the regular faculty meetings were made.

(1) XVI

(1) STUDENT ASSOCIATIONS

(2) THE STUDENTBODY

As struggle has been characteristic of the growth of Brigham Young University, it is but in harmony with the history of the school that there should be some degree of struggle in connection with the origin and development of the College Studentbody. In the early days of the school there was no differentiation between college and high school, and later, when segregation came, the number of students in the College seemed so few in comparison with those in the High School that it was difficult for the College to avoid High School domination.

(3) ORGANIZATION OF NORMALS

An early manifestation toward college organization, though by no means along strict college lines, came in September, 1891, when W. M. McKendrick was elected Class President; B. S. Hinckley, Vice President; Ella Larsen, Secretary; and Charles Jensen, Treasurer of the Normals. "With this staff of officer," commented The Normal, together with the combined efforts of the Normals and the hearty cooperation of the teachers, we anticipate passing many enjoyable and profitable hours together." Class President McKendrick was a "senior postgraduate." The other three were "junior postgraduates." Soon

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[1] [illegible] ADMINISTRATION

(2) THE [illegible]

As struggle has been characteristic of the growth of Bright Young University, it is not in harmony with the history of the school that there should be some degree of struggle in connection with the erection and development of the College Dormitory. In the early days of the School there was no differentiation between college and high school, and later, when secondary came, the number of students in the College became so few in comparison with those in the High School that it was difficult for the College to avoid high school association.

(3) ORGANIZATION OF JOURNAL

As early association formed college organization, though by no means strong which college first, year in September, 1909, when M. Ja Mohamedia was elected class President; M. E. Elmsley, Vice President; Lily Larson, Secretary; and Charles Jensen, Treasurer of the Journal. "With this start of effort," commented The Journal, together with the continued efforts of the Journal and the hearty cooperation of the students, we anticipate passing many enjoyable and profitable hours together." Class President Mohamedia was a "senior junior-sophomore." The other class were "junior juniors-seniors." Some

after, the Commercial Department students affected an organization, and it was not long until there were class organizations both in college and High School.

As the number of students was increasing, especially in the College department, it was necessary, to use the words of President Brimhall in 1905, "either to close our doors to them next year, or get five more college professors and a new building." More students came, and with them new professors and a new building. This improved situation caused the College students to become a little "chesty" and having secured the use of the choice room, 36H, they issued in The White and Blue of October 12, 1906, the following EDICT:

> Tabooed: Room 36H has been christened the College Club Room. Woe betide the lower classman who wanders into the mystic realm of literature, science, and philosophy.

(3) STUDENTBODY ORGANIZED

But something more than a College Club was wanted. With his hand on the College pulse, President Brimhall, at a meeting held by the Club in November, 1908, strongly advocated the organization of a College Studentbody. His views being approved by the Club, a committee was appointed to arrange details. No report of the committee was published, but evidently a studentbody organization

effort, the Commercial Department students affected in appreciation, and it was not long until there were clear manifestations both in college and City Council.

[illegible]

As the number of students who increased, especially in the Business Department, it was necessary, for one the needs of President Dwinell to write, "Either in close our doors to them next year, or get five more college professors and a new building." Some students were, and still have no professors and a new building. This improved situation caused the College students to become a little "snarty" and lently invented the use of the chime room, 302, which first issued in The Chime and Blue of October 19, 1926, the following month:

> "Whoever Door Bell has been strengthened the College Club Room. Now hurtle the lower classmen who members lack the cryptic tenets of illumination, wisdom, and philosophy.

(2) [illegible]

Not something more than a College Club was needed. With the head on the College gates, President Dwinell, at a meeting held by the Club in December, 1926, strongly advocated the organization of a College Athletic. The Club being convened by the Club, a committee was appointed to arrange details. An report of the committee was published, but evidently a student organization

was effected. That the new organization had its troubles is indicated by the following editorial in The White and Blue of January 29, 1909.

> Wednesday, Jan. 20th, J. Robert Robinson was elected president of the student body, to fill the place of J. T. Reese, resigned. This move should, in our opinion, bring to an end all the agitation and petty squabbles that have heretofore existed in various parts of the institution. It should be the introductory event of an "era of good feeling" and of harmonious co-operation of students and faculty for the best interests of the organization. The history of our student body, like the history of the University, itself, is a story of evolution through continuous struggle against forces that are not ordinarily encountered by the student bodies of most colleges. And for the last severl years this struggle

> has been carried on, officially, at least, entirely independent of faculty influence. To us it has always appeared that this method has many advantages; to the faculty, in view of recent events, it has been found objectionable by reason of what may be called its irresponsibility.
>
> A new method of appointing officers, based on the Church system of organization, was accordingly proposed and adopted by the faculty.
>
> This method also included a provision for a minority representation from the faculty on the studentbody evecutive committee. The proposed innovation, backed by the General Board, the University Council, and all the Faculty, was placed before the students, and received a majority vote, many of the students declining to vote either way.
>
> It was not at all strange that the change should be looked upon unfavorably by the students in general, and naturally enough, some little agitation resulted. But it soon became evident to everyone that the new regime had come to stay, and the rational thing to do was to take it philosophically and make the best of it, regardless of adverse personal opinions.

(3) CONSTITUTION REVISED

On June 1st of the same year, The White and Blue continues the story of the strife, as follows:

> On Monday, May 17, the students adopted with a few modifications the revised version of the Student Body Constitution. This last

the citizens. That the new organization had its trouble is indicated by the following editorial in The White and Blue of January 20, 1900.

Wednesday, Jan. 20th, A. Robert Robinson was elected president of the student body, to fill the place of J. T. Ewan, resigned. This move should, in our opinion, bring to an end all the squabbling and party squibbles that have heretofore existed in various parts of the institution. It should be the introductory event of an "era of good feeling" and of harmonious co-operation of students and faculty for the best interests of the organization. The history of our student body, like the history of the University, itself, is a story of evolution through continuous struggle against forces that are not voluntarily encountered by the students alone or least colleges. And for the last several years this struggle

has been carried on, officially, at least, actively independent of faculty influence. So as it has always appeared that this method has many advantages; to the faculty, in view of recent events, it has been found objectionable by reason of that may be called its irresponsibility.

A new method of regulating affairs, based on the Court system of organization, was accordingly proposed and adopted by the faculty.

This method also included a provision for a wholly open association from the faculty in the accustomed representative committee. The proposed innovation, based by the General Board, the University Council, and all the faculty, was placed before the students, and received a unanimity vote, many of the students declaring in view action say.

It was not at all strange that the change should be looked upon unfavorably by the students in general, and naturally enough, some little agitation resulted. But it soon became evident to everyone that the new regime had come to stay, and the rational thing to do was to take it philosophically and make the best of it, regardless of inherent personal objections.

(4) [illegible]

In a few hot of the same year, The White and Blue contained the story of the crisis, as follows:

On Monday, Jan 17, the university congress with a few committees the rivalry vanish of the student body immediately. This last

edition was fabricated with much labor from the ashes of the old one, mixed with a liberal amount of the "experience" of some ancient members, and cemented together with an abundance of faculty control. In general, however, in spite of the aristocratic element permeating the whole structure, it is a very worthy document, and simplifies the operation of the Student Body machinery to an extent unknown heretofore in that organization. Centralization of power was the controlling idea with the committee in charge of its framing, and this has been admirably accomplished. Supreme authority in Student Body affairs is vested in the Executive Committee, composed of all the Student Body officers and a delegation from the Faculty. Permanent sub-committees are to be chosen within this body to take the place of the Archaic White and Blue Board, Athletic Council, and similar independent and irresponsible bodies. Definite means is provided for the protection of Student Body property, by throwing more responsibility on the treasurer and the managers. The additional offices of Historian and Stddent Body Court

were created, and the duties of all offices clearly defined.

For more than six months previous to the adoption of this constitution the Student Body as an organization has rested on a very precarious basis. The old constitution had been so hopelessly mutilated in the scrimmage of last December that the officers had to rely on their memories to keep them in the straight and narrow path, and usually acted only when the spirit moved them.

Two hours were required for the reading and the adoption of the document, during which time many ideas, original and otherwise came to the surface. One of them in the form of an amendment to the last article of the constitution, appealed to us so forcibly that we include it below.

The Cyclic Amendment--"All amendments to this constitution shall originate with the Student Body President, who shall, upon three days notice duly served, read the same three times before the two vice-presidents. Three copies shall then be posted in conspicuous placed at least three days, after which they shall be read three times before the Student Body. A committee shall then be appointed to present them to the Presidency of the school, before whom it shall be read three times and referred back to the Student Body President for corrections------."

Notwithstanding the difficulty of amending the Constitution, a few minor changes before long were made. For a time two political parties, the White and the Blues conducted the elections, making about as many glowing promises and fulfilling the same about as well as our national political parties.

Becoming tired of this nonsense, the students, in harmony with the times, eliminated political parties, nominated candidates by petition, and held primary elections.

(3) A NEW CONSTITUTION

"In May, 1939, the students adopted a new Constitution, quite liberal in its provision. It begins with the following Preamble:

We, the students of the Brigham Young University, in order to further educational growth, to foster high ideals of conduct, to insure cooperation development, to broaden the field of our service, to govern ourselves more wisely, and to establish worthy traditions for ourselves and all that may follow, do ordain and establish this constitution of the Brigham Young University student Body.

After stating the name and colors of the organization and enumerating the officers thereof, the following oath of office, to be taken by all elective officers, is recited.:

I _____ do promise to accept the duties and responsibilities of the executive office of the Associated Students of Brigham Young University, and to perform them to the best of my ability; to live in accordance with, and uphold the standards of the University, and to encourage a spirit of democracy and friendliness among the students; and to maintain a creditable scholastic average in my school work.

The duties of the President are given as follows:

The president shall be the chief executive officer and official representative of the Student Body. He shall preside over all student body meetings and shall be chairman of the student body council. He shall be Ex-officio Member of all Student Body Committeds. He may veto any bill passed by the Student Body Council. He shall form and appoint in counsel with the Student Council such committees as may be necessary for the conduct of student affairs.

The method of voting is set forth as follows:

Voting shall be by means of secret ballot. In all elections students shall vote for one candidate only, for each office. The two candidates for each office securing the highest number of votes in the primary election shall be candidates for that office at the regular Student Body Election. This election shall be presided over by the Second Vice-President assisted by the Student Body Council.

Provision is made for the recall of offisers by the unanimous vote of the rest of the Student Body Council, or by three fourths

voting majority of the Student Body.

The control of the two Student Body publications is provided for as follows:

There shall be an appointive board consisting of three Faculty members, namely: Head of the Department of Journalism, Chairman of Faculty Publications Committee, and Head of Art Department (in the event that one of the representatives of these two Departments if head of the Publications Committee, the third committee name is to be appointed by the Faculty Representatives); and three Student members, namely: Editor of the "Y" News, Editor of the Banyan, and Student Body President.

This body shall have power to appoint Editors of the two University publications, the Banyan and the "Y" News.

The Editor of each publication shall have supervision of and be responsible for the editorial content and general policy of his publication and may be suspended or removed by Student Council for publication of libelous matter or other gross abuse of the function of his office.

All candidates for editorship of an official publication shall present a petition to the A ppointive Board, this petition to contain fifty signatures of duly registered University students--Said petition to be accompanied by an application form containing qualifications of prospective candidate. Picture of candidate must accompany petition. Application form is provided by the Student Body.

The executive powers of the organization are vested in the Student Body Officefs and the Student Body Council under the following provisions:

The Student Body Council shall consist of the President, the First Vice-President, the Second Vice-President, the Secretary-Historian, and the Social Chairman, the President of the Senior Class the President of the Junior Class, the President of the Sophomore Class the President of the Freshman Class. The president of the Institution shall be an honorary member.

Except as herein otherwise provided, the Executive and Judicial Powers of the organization shall be vested in the Student Council. It shall have direct and final supervision over all Student Body affairs, officers, and committees.

The Student Council shall be the open forum of the Student Body and shall entertain constructive ideas and initiate progressive movements for the welfare of the students in general.

The student Body Council may over-rule the President's veto by a three-fourths majority vote of the council.

voting majority of the Student Body.

The method of the two Student Body publications is provided for as follows:

There shall be an appointive board consisting of three Faculty members, namely: Head of the Department of Journalism, Chairman of Faculty Publications Committee, and Head of the Department in the event that one of the representatives of these two departments is head of the Publications Committee; the third member shall be appointed by the Faculty Representatives; and three Student members, namely: Editor of the "I" Book, Editor of the Aegean, and Student Body President.

[67]

This body shall have power to appoint Editors of the two University publications, the Aegean and the "I" Book.

The Editor of each publication shall have supervision of and be responsible for the editorial content and general policy of his publication and may be suspended or removed by Students Council for violation of lawfulness and/or by other grave abuse of the function of his office.

All candidates for editorship of an official publication shall present a petition to the a appointive board, this petition to contain fifty signatures of duly registered University students--full petition to be accompanied by an application form containing qualifications of prospective candidates. Editors of candidate must accompany petition application form is provided by the Student Body.

The executive powers of the organizations are vested in the Student Body officials and the Student Body Council under the following provisions:

The Student Body Council shall consist of the President, the First Vice-President, the Second Vice-President, the Secretary-Treasurer, and the Social Director, the President of the Senior Class, the President of the Junior Class, the President of the Sophomore Class and the President of the Freshmen Class. The President of the Publications shall be an honorary member.

Except in single elective vacancies, the Executive and Judicial Powers of the organization shall be vested in the Student Council. It shall have direct and final supervision over all Student Body affairs, officers, and committees.

The Student Council shall be the open forum of the Student Body and shall determine constructive plans and initiate programs and measures for the welfare of the students in general.

The Student Body Council may pass-over the President's veto by a three-fourths majority vote of the council.

Amendments are more easily made under the new Constitution as will be noted from the following, quoted from Article X:

> Amendments to this Constitution may be proposed by two-thirds majority of the Student Council in regular meeting, or by a petition signed by five per cent of the members of A.S.B.Y.U. All amendments arising from prtitions must be passed without change by two-thirds vote of the Student Council in regular meetings. Amendments refused by student Council may be called to vote by second petition or ten per cent of members of A.S.B.Y.U.

Elaborate provisions are made for awards by the Student Body.

(3) REGULAR STUDENTBODY FUNCTIONS

Notwithstanding the difficulty found in effecting a satisfactory organization, the Student Body has functioned in many regular capatities, such as inter-collegiate and intra-collegiate contests and in programs and entertainments. Especially notable is the student body program given every Friday, an entertainment full of life and fun--sometimes a little "jazzy"--but always well attended. In 1941-42 came a change in time, from Friday to Thurdday, and place, from College Hall to Joseph Smith Assembly Hall. With the change came an added dignity to the programs.

(3) SPECIAL FUNCTIONS

Students have also made many contributions to the school, both collectively and individually, in the purchase of land, erecting buildings, etc. They have also given their brawn to good effect in building and keeping the "Y" on the

Amendments are more easily made under the new Constitution as

will be seen from the following, general Item Article 3:

Amendments to this Constitution may be proposed by two-thirds majority of the Student Council in regular meeting, or by a petition signed by five per cent of the members of A.S.T.U. All amendments affecting Club privileges must be passed without change by two-thirds vote of the Student Council in regular meeting. Immediate ratification by student council may be called to vote by second petition on the per cent of members of A.S.T.U.

(4) [illegible]

Examples provided are made for events by the Student Body.

(5) [illegible]

Non-timbered-in difficulty found in writing a satisfactory organization, the Student Body has functioned in very regular operations, such as inter-collegiate and inter-collegiate athletics and in programs and entertainments. Especially notable is the student body picnic every Friday, an entertainment full of life and fun--sometimes a little "lazy" but always well attended. In 1941-42 came a change in time from Friday to Thursday, and place, from College Hall to Jones Junior Assembly Hall. With the change came an added dignity to the programs.

(6) [illegible]

Students have also made many contributions to the school, both individually and institutionally, in the produce of land, mounting building, etc. They have also given their boys to good effect in building and keeping the "T" on the

mountain side, in building trails, digging sewer trenches, laying cement, and grubbing sage brush. On this last experience the White and Blue had the following to say:

> The greatest day, the epoch-making day of 1906-07, was Saturday May 18th. Six hundred students laid aside books and examination worry shouldered axes, grub-hoes, etc., and went to the "farm," our sage clad farm. It was sage-clad, but is no more, not all of it. The boys grubbed the sage, the girls piles it. But truth will out--the girls grubbed sage brush, too. When the field was thronged with busy hands a frightened team tore through the ranks from end to end but kind protection brooded over the field, and not a soul was harmed.
>
> By 3:30 p.m. the sun shone down upon thirty-three acres of soil naked, save for the fat piles lying there ready for "the Burning."

> This was but a start! Students of the future will clear the remainder of the 500 acres and perhaps plant fruit trees in this virgin soil, not consecrated to the uses of education.
>
> This farm, the gift of Uncle Jesse Knight, as you see from the illustration, nestled at the very foot of old Timpanogas, and is hedged about from the biting frosts by the warm breath of Provo Canyon. What a picture will it not present ten years from now/ Time will tell. Our fathers built the bridges and sent away the snakes but thanks for leaving us the sage brush.

(3) HONOR SYSTEM

Efforts have been made by members of the student body to secure the adoption of an honor system relative to the preparation of papers and the passing of examinations, but up to the present time success has not been attained.

(2) ASSOCIATED WOMEN STUDENTS

Girls' Day was instituted at the B.Y.U. in 1902, the first in the state; a Girls' Day Ball in 1905, and a Rest Room or Women's Lounge in 1904-05. These occurrences eventually led to an organization of women students.

mountain side, in building tents, digging snow trenches, laying camera, and

producing snap boxes. On this last experience the Miller and Blue had its

relations to art:

> The greatest day, the search-making day of 1948-49, was Saturday
> May 14th. The Hardwick students had entire hours and administrative work
> assistance made, grad-lamp, etc., and made in our "Snow," our snap
> shot film. It was impressed; but it was cover, not all of it. The
> boys produced the snap, the girls plan it. But trash will out--the
> girls produced snap boxes, too. When the trails was thronged with
> snap hands a frightened bear turn through the valley from out in and
> but also producation breaked over the field, and run a mad run behind.
>
> By 4:00 p.m. the sun shone down upon vistify-three snaps of this
> count, some for the bar pulse lying there ready for "the Morning."
>
> [illegible]
>
> This was but a start! Students of the future will alone the
> weather of the 30th room and perhaps plans-fruit trees in this
> virgin soil, not measurable to the work of mountain.
>
> This fore, the gift of Dorie Dance Bright, we pre-are from
> the illustration, matched in the very find of old Kingsmoon, but
> is hedged alone from the bright frame by the arm branch of
> Pres Dangon. What a glorious visit it was fresness two years from
> now! Time will tell. The future hold the bright and here
> may its answer but blessed for leaving on the snap forward.

(4) [illegible]

Efforts have been made by members of the student body to assure the adoption of an honor system relative to the perpetration of pages and the passing of examinations, but up to the present time nothing has been effected.

(5) [illegible]

Girls' Day was instituted as the S.T.U. in 1948, the first in the study a Girls' Day Hall in 1950, and a Boys Dance on Saturday in 1954-55. These arrangements eventually led to an organization of women students.

The Associated Women Students of Brigham Young University had its origin in the fall of 1925, when the Studentbody Vice-president, Libbie Cook Hayward, was made A.W.S. President. The following year a complete roster of officers was selected. Following is a list of Presidents from the time of organization to the present: Inez Warnick, Helen Swensen, Caroline Eyring Miner, Gertrude Partridge, Elaine Paxman Bentley, Maxine Clayton, Virginia Taylor, Alison Cornish, Alice Spencer Christensen, Nadine Taylor, Fern Christensen McCoard, Bonna Ashby, Connie Kelly, Enid Poulson, Thelma Farnsworth.

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An important agency for the orientation of freshman girls at Brigham Young University is what is known as the "Mentor System" It grew out of the "Big Sister" and the "Sponsor" systems of orientation which were formerly on the Young campus, and took its present form in 1936.

The Mentor organization is a subsidiary of the Associated Women Students, which organization elects officers each year during the spring quarter. A.W.S. officers automatically become officers and engineers of the Mentor Program for the following school year.

The Mentor organization consists of selected Junior and Senior women on the campus, who, in addition to helping the new student orientation, compose an advisory board for the A.W.S. officers. Approximately forty women make up

The Associated Women Students of Western Illinois University was in exist in the fall of 1967, when the student-body vice-president, Linda Sue Stewart, was made A.W.S. President. The following year a nonpartisan of officers was selected. Following is a list of presidents from the time of organization to the present: Sue Hendon, Helen Hanson, Marilyn Springfield, Bernadi Partridge, Sharon Fenner Bentley, Sandra Clayton, Virginia Taylor, Alice Dowlin, Alice Spencer Hutchinson, Esther Taylor, Ann Christiansen Schwab, Anne Hardy, Tonia Kelly, Lois Pylant, Vicki Fenner.

An important event for the organization of Western Illinois University is what is known as the "Service System." It grew out of the "Big Sister" and the "Pledge" systems of orientation which were formally in the Dean's office, but took its present form in 1968.

The Senior representative is a committee of the Executive Board, which representative elects officers each year during the spring quarter. A.W.S. officers automatically become officers and employees of the Senior Program for the following school year.

The Senior representative consists of selected Senior and Junior women on the campus, who, in addition to helping the new student orientation, compose an advisory board for the A.W.S. officers. Approximately forty women take on

the number for best carrying out the purposes of the group on this campus.

The purposes of the organization, as stated in the Mentor constitution are:

1. To acquaint the new women students with the history, the traditions, and the procedure of the University.

2. To promote the feeling of friendliness between the new students and faculty, and between the new students and the upper classmen.

3. To introduce the new women to the opportunities, other than classroom, which the University offers.

4. To act as an A.W.S. council and assist officers of the A.W.S. in all its activities.

Members are admitted during the Spring quarter after written application to a board of membership composed of the Dean of W omen, President of the A.W.S. for the current year, and the officers of the A.W.S. for the coming year.

Qualifications

for membership are based on the letter of application, satisfactory scholarship, guarantee of sufficient time, and approval of the board.

The Mentors are drawn to the campus one day before registration by giving a luncheon for them at which specific directions are given supplementary to handshaking and the fun of greeting old school mates.

On Friday, Saturday, and Monday, during registration , Mentor girls are at the Dean's table. When a new girl hand her card to the Dean she is addigned

the member for best carrying out the purposes of the group on this campus.

The purposes of the organization, as stated in the Bylaws constitution are:

1. To acquaint the new women students with the university, the traditions, and the procedures of the University.

2. To promote the feeling of friendliness between the new women and faculty, and between the new students and the upper classmen.

3. To introduce the new women to the opportunities, other than classroom, which the University offers.

4. To aid in the A.W.S. program and render activity in the A.W.S. in all its activities.

Members are initiated during the Spring quarter after written application to a board of committeeship composed of the President of A.W.S., President of the A.W.S. for the coming year, and the activities of the A.W.S. for the coming year.

Qualifications

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The committeeship are based on the letter of application, satisfactory scholarship, evidence of activities time, and approval of the board.

The members are chosen to the campus one day before registration beginning a limited time at which specific directions are given orientation for freshmen and the fun of getting use without notes.

On Friday, Saturday, and Sunday, during registration, Senior girls are at the Dean's table. When a new girl hold her card to the Dean she is assigned

to a mentor group and given help in registration.

On Monday at 4;30 in College hall a fashion review is held for mentors, freshmen girls and new girls. In addition to the fashion show and an address of welcome the girls are given an opportunity to assemble themselves in their various mentor groups where the individual groups, led by the Mentor, become acquainted and make plans for mentor group activities. Plans are there started also for helping the girls get acquainted with the buildings, to understand the general orientation program of the school and receive other helpful instruction.

The values accruing from the Mentor system have already been well demonstrated.

(2) ASSOCIATED MEN STUDENTS

The A.M.S. organization (Associated Men Students) under the direction of the Dean of Men, Dr. Wesley P. Lloyd, was organized and functioned for the first tomplete year in 1938-39. The main purpose was to contact all the men of the University, and see that some type of activity was furnished

for all male students of the University and to work in conjunction with the A.W.S. organization for the girls of the University.

The Executive Council was composed of Willis Stevens, Chairman; Forest

by a senior group and given help in initiation.

In keeping with Y.W.C.A. College Hall a Freshman review is held the evening, freshmen girls and new girls. In addition to the Freshman show and an address of welcome the girls are given an opportunity to associate themselves in their various senior groups where the individual group, led by the senior, becomes organized and made plans for senior group activities. Times are there allowed also for helping the girls get acquainted with the buildings, by individual the general orientation program of the school and receive other helpful instructions.

The values accruing from the senior groups have already been well demonstrated.

(3) ASSOCIATED MEN STUDENTS

The A.M.S. organization [Associated Men Students] under the direction of the Dean of Men, Dr. Hedley V. Lloyd, was organized and functioned for the first Freshmen year in 1926-30. The main purpose was to manage all the men of the University, and see that some type of activity was furnished for all male students of the University and to work in conjunction with the S.C.A. organization for the girls of the University.

The Executive Council was composed of three officers, President, Vice-

Bird, and Twain Tippetts, Councilman. With twelve group captains, who acted as contact agents for the executive council the organization functioned smoothly. These groups were divided into sections of the City, according to the number of men living in each section, which in most cases was from 75 to 100. The group captains were Evertt Manwaring, Kenneth Taylor, Burton Todd, Theral Black, Marlyn Brown, LaVar Bateman, Winston Dahlquist, Grant Hansen, Jack Davies, Boyd McAffie, Wilson Hales, and Briant Jacobs.

Activities for the year were: Greeting the men at registration and get-together for all men, sponsoring the Autumn Leaf Hike, Travel Bureau, Smokeless Smoker (Men's Jamboree), Athletic program with competition between groups, Esquire Review Assembly, Spring Get-together, Sons of Brigham Young under the direction of Jack Davies and Ken Taylor.

(2) SOCIAL CULTURE DEVELOPMENT

Something more than formal classroom instruction is needed in the educational process designed for college students. How to associate pleasantly with one's fellows, how to meet strangers with dignity and courtesy, and in short how to be happy and at one's best in the company of others is a most valuable

acquisition for any young man or woman, and perhaps no better place can be

found for the development of the graces and courtesies necessary for such culture than in the extra-curricular activities of the right college club or society.

(2) SOCIAL UNIT ORGANIZATIONS

With a view of providing such a means of social development in a wholesome, congenial atmosphere, a Social Unit organization was effected in 1927-28, and a number of units were put into operation; since then other units have been organized. The students who have become members have gained both profit and pleasure therefrom, and apparently are well satisfied with the arrangement. New students enroll each year.

The plan makes provision for every student in the University to belong to some social unit, but this ideal has not been realized. The un its include from twenty to thirty members, grouped on a basis of sex, social interest, and congeniality. The whole scheme is democratically supervised by the faculty Social-unit Committee. The Intra-Social Unit Council, made up of representatives from the respective social units, has jurisdiction over the internal affairs of the units, such as fees, rush week, initiation, etc.

(3) SOCIAL UNIT REGULATIONS

Some understanding of how the system works may be gathered by the perusal of the following regulations, which applied during the "rushing" season in December, 1940:

All students are encouraged to participate in the fraternal spirit of the get-acquainted week, with a view to gaining membership in some social unit.

The following girls' social units are now organized on the campus: Alta Mitra, Cesta Tie, Em Amon, Fidelas, Thalian, Geferan, LaVadis, Les Cecillienne, Loha-O, Nautilus, O.S. Trovata, Ta Lenta, and Val Norn.

Boys' Units: Brigadier, Brickers, Tausig, Trojan, Val Hyric, and Viking.

Students are encouraged to organize new units if the present ones do not meet their social needs. Application for organizing new units and organizations may be made at the Inter-Social Unit office.

The sum of $1.00 is paid between December 2 and 13, by all unaffiliated students who wish to participate in social unit get-acquainted week, or who contemplate social unit affiliations. The students interested in being "rushed" pay their dollar to the Inter-Social Unit office any afternoon 1:30 p.m., and 5:30 p.m. All money must be in not later than 4:30 p.m. Friday, December 13, 1940 at 350 Maeser Building.

It is understood by the student that this fee entitled him or her to at least two social unit parties during get-acquainted week. No student is eligible to be "rushed" who has not paid this fee. The paying of the fee, however, does not guarantee a final bid for a unit.

Wednesday, two days after registration for the winter quarter, will begin the get-acquainted week, and will continue until the following Wednesday, January 15th. Each unit gives one party during that week. Parties are respectively for men and women, and should not continue later than 9:30 p.m.

January 16, Thursday of the second week of the quarter, will by the day of suspended activity, and a list of students each unit wished to give bids to must be handed to the Social Unit office. All atudents receiving invitations to parties given after this date, may regard such invitations as a bid from the unit sending the invitation.

Rushing will continue from Friday, January 17, during the next six days, or to the next Thursday, January 23 at midnight. The units send out their own invitations to their rush parties as they desire, provided the list of rushees has been handed to the Council office and accepted, showing a "c" average rating of each student rushed, etc.

Pledges must sign their cards by Friday, January 24, at 10:30 a.m. at the Inter-Social Unit office at 350 Maeser Building to Pat Croft, secfetary.

(2) National Honor Fraternities

The students of Brigham Young University have occasion to feel

All students are encouraged to participate in the fraternal spirit of the get-acquainted week, which is when to pledge appropriate to some social unit.

The following girls' social units are now organized on the campus: Alpha Kappa, Beta Phi, Ch Alpha, Gamma, Delta, Epsilon, Zeta, Eta, Theta, Iota, Kappa, Lambda, Mu, Nu, Xi, Omicron, Pi, Rho, Sigma, Tau, Upsilon, Phi, Chi, Psi, Omega.

Boys' social units: Delphians, Brothers, Phoenix, Tenson, Vol Spirit, Lost Vikes.

Students are encouraged to organize new units if the present units do not meet their social needs. Application for organizing new units and organizations may be made at the Inter-Social Unit office.

The fee of $5.00 is paid between December 2 and 16, by all unaffiliated students who wish to participate in social unit get-acquainted week, or the nonpledgable social unit activities. The students interested in being "rushed" pay their dues to the Inter-Social Unit office afternoon 1:30 p.m., and 3:30 p.m. All money must be in not later than 4:30 p.m. Friday, December 12, 1940 at 350 Manner Building.

It is understood by the student that this fee entitled him or her to at least two social parties during get-acquainted week. An student is eligible to be "rushed" who has not paid this fee. The paying of the fee, however, does not guarantee a final bid for a unit.

Wednesday, two days after registration for the winter quarter, will begin the get-acquainted week, and will continue until the following Wednesday, January 15th. Each unit gives one party during that week. Parties are respectively for men and women, and should not continue later than 9:30 p.m.

January 12, Thursday of the second week of the quarter, will be the day of independent activity, and a list of students, each unit asked to give some to make be handed in the Dean's Inf office. All students receiving invitations to parties given other than dates, may report such invitations on a bid from the unit sending the invitation.

Bowling will continue from Friday, January 17, during the most six days, or to the next Thursday, January 23 at midnight. The units send out their invitations to their from parties as they desire, provided the list of students has been handed in the Student office and accepted, showing a "C" average rating of each student rushed, etc.

Pledges must sign their bids by Friday, January 24, at 12:00 o'clock at the Inter-Social Unit office at 350 Manner Building as the final, positively.

(4) National Honor Fraternities

The students of Bridgewater State University have membership in the

proud of their affiliations with a number of outstanding national honor fraternities.

(3) DELTA PHI

The Delta Phi is a national honor fraternity having a membership of men who have served as missionaries for more than six months. Though missionaries of all religious denominations, are, under the constitution, eligible to membership, none have become affiliated except members of the Latter-day Saint Church. The purpose of the organization is to foster spiritual activity, high ideals, fellowship and sociability. The Y Chapter is associated with like chapters at the Utah State Agricultural College and the University of Utah.

Before 1929 Brigham Young University had a returned missionary club consisting of both men and women, known as the Y.D.D. (Young Doctors of Divinity) while the State University, Utah State Agricultural College, and Weber College had similar organizations, but without lady members, known as Friars' Club. The Young Doctors of Divinity were slow to join the Friars as they were loath to give up the young women in their organization, but finally, in January of 1929, arrangements were completed for the Y.D.D. to form an auxiliary to the men's groups.

proud of their affiliation with a member or contributing national fraternities.

(4) [illegible]

The Delta Chi is a national home fraternity having a membership of men who have served in construction for more than six months. Though constructive of all religious denominations, are, under the constitution, eligible to membership, most are members of United Church of the Latter-day Saint Church. The purpose of the organization is to develop activities morality, high ideals, fellowship and sociability. The I Chapter is functioning also like wise on the Utah State Agricultural College and the University of Utah.

Before 1929 Brigham Young University had a national sororal sorority consisting of both men and women, known as the T.E.D. (Young Twelve of Sorority) while the Utah University, Utah State Agricultural College, and other Colleges had similar organizations, but always had women, known as Pixies' Club. The Young Women of Sorority were also to join the Pixies so they may learn to give up the young women in their organization. Finally, in January of 1929, arrangements were completed for the Y.D.D. to form an auxiliary to the men's groups.

The sixty new members of the Friars' Club from the B.Y.U. brought the total membership of the organization up to approximately two hundred and fifty. 266

Two alumni chapters have been formed, one at the University of Southern California and another at Salt Lake City.

In April of 1931, the name, Friars' Club was discarded, and that of an old Deseret University debating club, Delta Phi, the first Greek letter organization in Utah was, taken, and with the addition of a word became Delta Phi Fraternity.

The "Y" Chapter of Delta Phi Fraternity is at the present time a most active organization, not only in social affairs but also in tracting and dling other missionary work and filling speaking engagements in the various wards in the vicinity.

(3) TAU KAPPA ALPHA

The Brigham Young University Chapter of Tau Kappa Alpha, National Forensic Fraternity, was organized in 1922. The installation came as a result of the efforts of Director T. Earl Pardoe, "aided and abetted" by certain distinquished alumni of the school and other influential men. Its appearance on the campus was an important event, coming as it did soon after the seating of Reed Smoot in the United States Senate and indicating the

The study conference of the Fellows' Club from the U.S.S.R. changes the small-membership of the organization to unconditionally the Soviet and City.

The Alumni Congress has been formed, one in the University of Southern California and another at Salt Lake City.

In April of 1921, the same, Writers' Club was discarded, and that of the Fellows Recently-founding club, which the, the Club Union Lesson organization in Utah was, taken, and with the addition of a word became Pulse the Fraternity.

The "I" Chapter of Delta Phi Fraternity is by the grounds the Russian active organization, not only in social affairs but also in trading and other charitably work and utility-spending engagements in the various works in the vicinity.

(2) [illegible]

The Brigham Young University Chapter of Sen Sigma Alpha, National Fraternity Fraternity, was organized in 1921. The installation was as a result of the efforts of Director J. Ben Phelps, "Alpha and Ahrlad" by several distinguished alumni of the school and other institutions. The appearance of the Fraternity was an important event, coming as it did soon after the sending of Ben Ahrlad to the United States Navy and I instructing the

the subsidence of anti-mormon prejudice.

(3) THETA ALPHI PHI

Further efforts of Director Pardoe brought the installation, in 1924, of the Utah Beta Chapter of Theta Alphi Phi, honor fraternity for dramatics--co-educational. The purpose of the fraternity is to foster artistic achievement in all the arts and crafts of the theatre.

(3) ALPHA KAPPA PSI

The Beta Delta chapter of Alpha Kappa Psi, professional commerce fraternity, was given to Brigham Young University January 14, 1928. The purpose of this fraternity is to foster studies in commerce and encourage scholarship and association between members and the commercial world. Male College of Commerce students are eligible for membership.

Beta Delta chapter received the Alpha Kappa Psi award for the best three year scholastic average for 1933-36.

(3) BETA BETA BETA

Installed at Brigham Young University January 31, 1931, the Phi Chapter became the twentieth member of Beta Beta Beta, the honorary international biology fraternity. In 1937, the fraternity had thirty-seven chapters, three

the existence of such chapter publication.

(4) BETA DELTA TAU

Further efforts to obtain status through the installation, in 1954, of the Ball State Chapter of Tau Alpha Phi, were temporarily by-passed re-established. The purpose of the fraternity is to foster civilian assistance in all the ways and worth of the Nation.

(5) ALPHA BETA TAU

The Beta Delta chapter of Alpha Sigma Phi, professional commerce fraternity, was given to Eighteen Stag Veterans Commerce on 1953. The purpose of this fraternity is to foster ability in commerce and promote scholarship and association between students and the commercial world. Only College of Business students are eligible for membership.

Beta Delta chapter received the Alpha Sigma Phi award for the best three year scholastic average for 1952-53.

(6) BETA SIGMA PHI

Installed at Eighteen Stag Veterans Commerce 2, 1953, the Phi Chapter Beta Sigma Phi sorority chapter of Beta Sigma Phi, the honorary international College fraternity. In 1957, the Phi Chapter had scholarship chapters, Alpha

of them in China. It emphasized a three-fold program: sound scholarship, dissemination of scientific knowledge, and promotion of biological research.

(3) PHI DELTA PI

The Xi chapter of Phi Delta Pi, women's professional physical education fraternity, was installed November 31, 1931. The fraternity was organized in 1916. Its announced purpose is to stimulate professional and scholastic interest in physical education.

(3) BLUE KEY

A chapter of the Blue Key National Honor Fraternity was organized at Brigham Young University in the spring of 1932 by upper classmen of the school.

This fraternity was founded at the University of Florida in 1924. It had its origin in a group formed to meet an emergency of such an unprecedented fathering for the annual Dad's Day and Homecoming that confusion loomed ahead and it was feared that the celebration would be a failure. Under these conditions, twenty-five outstanding student leaders came to the aid of the school authorities, and brought order out of chaos.

After this successful venture, these students organized the first chapter of the Blue Key National Honor Fraternity, and adopted a blue key as an official insignia. Other chapters followed.

or than in Ohio. It emphasized a three-fold program: local educational, dissemination of scientific knowledge, and promotion of biological research.

(3) THE DRIVE IT

The 22 chapters of Pi Delta Pi, women's professional physical education fraternity, was installed December 13, 1941. The fraternity was organized in 1931. Its announced purpose is to stimulate professional and scholastic interest in physical education.

(4) BLUE KEY

A chapter of the Blue Key National Honor Fraternity was organized at Eastern Illinois University in the spring of 1949 by seven alumnus of the school.

(5)

This fraternity was founded at the University of Florida in 1924. It has 100 units in a group formed to meet an emergency or need or organizational interests for the annual Dad's Day and Homecoming that materials issued forth and it was feared that the celebration would be a failure. Under these conditions, twenty-five outstanding student leaders came to the aid of the school authorities, and insured a play-day and a success.

After this successful venture, these students formulated the first objectives of the Blue Key National Honor Fraternity, and adopted a code by-at an initiated twelve. Other chapters followed.

The constitution adopted by Blue Key has the following preamble:

(1) The belief in God will be perpetuated and intensified, the government of the United States will be supported and defended, and the established institutions of society and the principles of good citizenship will be preserved.

(2) An ambition for intellectual attainment and a desire to serve college and fellows will be fostered among students in institutions of higher learning.

(3) Student problems may be studied, student life may be enriched, and the progress and best interests of the institutions in which the organization is found may be stimulated and promoted.

The B.Y.U. Chapter sets forth an additional purpose--to foster Student Body projects of merit which cannot well be handled by any other organization.

(3) SIGMA PI SIGMA

Sigma Pi Sigma, a national honorary physics fraternity, organized in 1921, installed the Y chapter May 2, 1936. The fraternity has the following objectives: To stimulate high scholarship, to create an interest in research and the advanced study of physics, and to encourage friendship among the members of the respective chapters.

(3) PHI CHI THETA

Phi Chi Theta, women's national professional fraternity, admitted to its ranks the Psi Chapter of Brigham Young University on March 12, 1938. There were twelve charter members of the Chapter, a number now increased to an active membership of 32. The fraternity seeks to promote higher business education and training for women, to foster higher business ideals for women

The Administration delegates by Elms for the the following personnel:

(1) The Delta Xi Kappa will be perpetuated and internalized. The governors of the Delta Xi Kappa will be appointed and initiated, and the established institutions of society and the principles of good citizenship will be preserved.

(2) An institute for intellectual stimulation and a desire to serve mankind and fellows will be fostered among students in institutions of higher learning.

(3) Highest problems may be studied, student life may be revitalized, and the purposes and best interests of the institutions in which the organization is found may be stimulated and promoted.

The K-I-K, together with forth an additional purpose -- to foster student study problems of merit which student members will be benefited by and those organizations.

(4) [illegible]

[illegible] XI [illegible]

Eight Xi Eight, a national honorary physics fraternity, organized in 1921, installed the 7 chapter May 8, 1930. The fraternity has the following objectives: To stimulate high scholarship, to create an interest in research and the historical study of physics, and to encourage friendship among the members of the respective chapters.

(5)

THE OXI DELTA

Phi Oxi Delta, women's national professional fraternity, organized in 1910 [illegible] the Phi Chapter of Eighteen Week University on March 19, 1921. There were twelve charter members of the Chapter, a number now increased to an active membership of 32. The fraternity aims to promote higher business education and training for women, to foster higher business ideals for women

in business careers, and to encourage fraternal cooperation among women preparing for such careers.

(3) LAMBDA DELTA SIGMA

In the year 1940-41 was added a chapter at Brigham Young University of Lambda Delta Sigma, a national honor fraternity that had its origin in 1935 at the University of Utah. It will be noted that the Greek letter designation corresponds with the initial letters of Latter-day Saints, suggesting that it is an organization for members of the Latter-day Saint faith. Membership, however, is not strictly limited to such religionists; it is open to all who hold similar ideals and are seeking for the finer things of life.

The B.Y.U. chapter is the fourteenth to be organized at various L.D.S. institutes connected with various non-Church schools. Professor Wylie Sessions, who had taken the initiative in organizing most of the earlier chapters of Lambda Delta Sigma, with other faculty members, sponsored the organization of the B.Y.U. Chapter.

The aims of this fraternity are cultural and leadership development, and its program includes a wide scope of activities, social and religious being foremost. The membership is made

up of both men and women students, and has a strong appeal for many who have not been drawn into one of the social units or other organizations. Several

in Indian students, and to encourage friendship and cooperation among women preparing for wider contacts.

(5) LOCAL YOUTH CLUBS

In the year 1949-50 we added a society at Bangalore Women University of Lovedale Girls Hight, a national women fraternity that had its origin in 1909 at the University of Ohio. It will be noted that the Green Jacket Organization corresponds with the initial letters of Lather-dy Ghosts, suggesting that it is an organization for members of the Lather-dy Girls Club. Accordingly, however, it was strongly inclined to some religiousness; it is open to all the Hold-Alcular Girls and was founded for the Close Change of Life.

The S.C.F. chapter is the fourteenth to be organized on various L.G.C. institutions numbered with various non-Chinese students. Professor Gilly Beatlum, who had taken the initiative in organizing most of the earlier chapters of Lovedale Girls Hight, with other Faculty members, sponsored the organization of the D.Y.U. Chapter.

The aims of this Fraternity are cultural and leadership development, and its programs include a wide range of activities, social and religious intercourse. The membership is made

up of both men and women students, and has a strong appeal for many who have

hundred were initiated the first year.

(2) SPECIAL ORGANIZATIONS

(3) THE PRESIDENTS' CLUB

The Presidents' Club is a harmony organization. It consists of the presidents of all the clubs, units, classes, and other student organizations on the campus, and its function is to preserve harmony and good feeling in all school activities and to prevent cliquishness or too intense unit or club consciousness. The student body president presides and calls the Club together whenever the Student Council deems it advisable.

(3) White Key

The White Key is a women's honorary organization installed on the campus in 1933. Membership consists of girls outstanding in service, scholarship, and "pep," Its purpose is to foster university activities of merit and to render service to the associated students.

(3) GOLD Y

This is an honorary service fraternity, organized in 1935. It is designed to promote and foster fellowship and all activities of the University. It has as special duties: the lighting of the Y on the mountain, sponsoring rallies, contests and meets. Gold Y membership is based on activity, and the organization

Country were initiated the first year.

(2) Specialists (Continued)

(2) The Specialists' Club

The Specialists' Club is a secondary organization. It consists of the presidents of all the clubs, twice, sixteen, and three commen representatives on the campus, and the President is to promote harmony and good feeling in all school activities and to prevent difficulties or the issues only in this organization. The student body president presides and calls the final meeting whenever the Student Council deems it advisable.

(3) White Key

The White Key is a women's honorary organization initiated on the campus in 1921. Membership consists of girls outstanding in service, scholarship, and "pep." The purpose is to foster university activities of merit and to render service to the associated students.

(3) GOLD Y

This is an honorary service fraternity, organized in 1920. It is designed to promote and foster fellowship and all activities of the University. It has as special duties: the lighting of the Y on the mountain, "greeting trains, entertain visitors. Gold Y membership is based on activity, and the organization

strives to include only active students of good scholastic standing.

In January, 1941, Twenty-two freshmen and sophomores who had given evidence during the autumn quarter of possessing outstanding qualities of scholarship and leadership were pledged into Gold Y lower classmen's honorary service fraternity.

(3) Y. X. LADY MISSIONARIES

After the disbandment in 1929, of the University returned missionary society, Y.D.D., the Lady members identified themselves with the Yeshara group, an independent organization of returned lady missionaries; but, as many of the girls did not take an active part, the matter was taken under consideration of effecting an organization in the school. In the spring of 1938, at a moonlight hike to the Y the decision to organize was reached, and furthermore the hike to the Y was to be an annual event, and the Delta Phi were to be invited to go with them.

About the middle of October, 1938, under the leadership of Miss Ilene Waspe, a meeting was held and officers were elected, Frances Davis being the first president. At a subsequent meeting a name, Y.X. Lady Missionaries or Y.X.L.M. was given to the society.

In November of 1938 the Y.X.L.M. were invited by Yeshara to attend a

In January, 1924, Twenty-two Freshmen and undergraduates who had given evidence during the autumn quarter of possessing promising qualities of initiativeship and leadership were pledged into Omega Y Lambda sorority's honorary service fraternity.

(2) Y. L. Lady Entertainers

After the disbandment in 1923, of the University recognized musicians society, Y.M.I., the lady members identified themselves with the Musicians Group, an independent organization of previous lady musicians; but, as many of the girls did not take an active part, the matter was taken under consideration of efforts be organization in the Assembly. In the spring of 1923, at a moonlight ride on the Y lake decision to organize was reached, and therefore the idea to join Y was to be an annual event, and the Girls Club were to be invited to join with them.

After the middle of October, 1923, under the leadership of Miss Klaus Harper, a meeting was held and officers were elected, Frances Davis being the first president. In a subsequent meeting a name, Y.L. Lady Entertainers or Y.X.L.M. was given to the society.

In November of 1923 the Y.X.L.M. were invited by Masons to attend a

banquet in Salt Lake. This is also to be made an annual affair. The young women of the society are keeping inviolate their purpose to preserve the missionary spirit among the students and alumnae of the University and to render help where possible to Women missionaries in the field.

(2) DEPARTMENTAL ORGANIZATIONS

Practically all the departments of the school sponsor organizations having the specific purpose of bringing together persons of similar scholastic interests and of rendering their work more pleasurable and profitable. Each group fosters the activities of its department, in which task it is aided by a faculty advisor. Students of the department, as a rule, are eligible, and the fees are not burdensome.

(2) GEOGRAPHICAL CLUBS

Geographical clubs are organized for furthering social enjoyment among home neighbors and fellow townsmen and the establishment of bonds of interest between the school and the home.

(1) XVII

(1) ASSOCIATED ORGANIZATIONS

(2) B.Y.U. FACULTY WOMEN

The B.Y.U. women have played an important part in the growth and varying changes of the Brigham Young University. Since the social life of the faculty

(1) MEETINGS CONDUCTED

(a) Y.W.C.A. SOCIAL HOUR

The B.Y.U. women have played an important part in the growth and working change of the Brigham Young University. Since the social life of the faculty

was likely to be neglected, very early in the history of the school the wives of the faculty men and the women teachers assumed the responsibility of keeping that part of the institution active. From the days of Principal Maeser to the present the women have contributed in this and other ways to the development of the school. In the beginning these social activities were headed by Delia Maeser. Later Susa Young Gates and Zina Young Card assumed the responsibility.

(3) SUNSHINE CLUB

During President Cluff's administration The Sunshine Club was organized by the women who concerned themselves with the social needs of the faculty and their wives. Among the leaders of this group were Mrs. Benjamin Cluff, Mrs. Joseph B. Keiler, Mrs. George H. Brimhall, and Mrs. Delia I. Booth. Even at that early period the faculty banquet was favored as one of the best types of relaxation and social pleasure. Often the Board, the Twelve Apostles, and other distinguished Church leaders were guests at these functions

There was at this time no definite permanent organization

of the women; therefore, periods would sometimes elapse in which there was a dearth of social acitivity.

was likely to be neglected, very early in the history of the school the wives of the faculty men and the women students assumed the responsibility of keeping that part of the institution active. Thus the days of relegated housework to the pretext the women have accomplished in this and other ways to the development of the school. In the beginning these social activities were headed by Julia Bowers. Later Miss Young Grimes and Miss Young Dent assumed the responsibility.

(3) SUNSHINE CLUB

During President Cloff's administration the Sunshine Club was organized by the women who concerned themselves with the social needs of the faculty and their wives. Among the leaders of this group were Mrs. Benjamin Cloff, Mrs. Joseph H. Fuller, Mrs. Charles E. Brownell, and Mrs. Julia I. Davis. Even at that early period the faculty lounger was found as one of the best types of relaxation and social pleasure. Often the Dean, the Twelve Apostles, and other distinguished Church leaders were guests at these functions.

There was at this time no definite programme organization

of the social theatre, periodic social assemblies always in which there was a dearth of social activity.

(3) A COMMITTEE OF FIVE

During one of these periods in President George H. Brimhall's administration some of the ladies were called together by the President and asked to take the responsibility of bringing the faculty together at frequent intervals that they might become better acquainted and become more like a family, interested in the welfare of each other and the good of the institution.

Accordingly in the fall of 1914, a committee of five was appointed with Mrs. E. H. Eastmond as chairman and Mrs. Ida S. Dusenberry, Mrs. E. L. Roberts, Mrs. J.L.Brown, and Mrs. N. L. Nelson as members. For the next three years this committee functioned, with Mrs. Eastmond continuing at the head but with some changes taking place each year in the committee personnel. During this time a reception was held for Professor E. S. Hinckley, who was leaving the school.

A faculty play, Niobe, All Smiles, was presented by the organization at the Columbia Theatre with the aid of the faculty men. The $100 realized was present to the University. Meetings and socials were held at the homes of different members. On one occasion the women dressed to represent books. Elizabeth Lindsay, one of the Training School Teachers, winning the prize for her costume representing the book, Keeping Up With Lizzie. An interesting party

During one of these periods it developed through a Secretary's administration. Some of the duties were called together by the President and asked to take the responsibility of bringing the faculty together on frequent intervals that they might become better acquainted and become more like a family, interested in the welfare of each other and in the good of the community.

Accordingly in the fall of 1914, a committee of five was appointed with Mrs. E. A. Hartwell as chairman and Mrs. Ida A. Blanchard, Mrs. E. L. Hoagland, Mrs. Flaherty, and Mrs. E. L. Nelson as members. For the year course plans with Executive Committee, with Mrs. Hartwell assisting, it was found that with some changes taking place each year in the committee personnel. During this time a resolution was said for president E. T. Hamilton, who was leaving the school.

A Jewish play, Broken Idol Shrine, was presented by the dramatics of the Dramatic Theater with the aid of the faculty men. The play realized and pressure in the University. Musicians and models were used as the lower of different nations. In one production the scene changed to magnificent Moorish Alhambra Library, one of the Training School Teachers, winning the prize for her costume representing the book, Chapter 3 Idol Shrine. In connection with

was held in American Fork at the home of Mrs. S. L. Chipman at which the music, stories, and other features of the program represented original local talent.

(3) A PERMANENT ORGANIZATION

During this three-year period while Mrs. Eastmond served as leader, the organization had no definite name and no very definite order of procedure. But on December 18, 1917, at the suggestion of President Brimhall, a permanent organization was effected with the following officers: President, two vice-presidents, secretary and treasurer, and a program committee of therr. These seven officers comprised the Executive Board. The first officers were Mrs. Christen Jensen, president; Mrs. M. P. Henderson, 1st Vice-President; Mrs. C. W. Reid, 2nd Vice-President; Mrs. N. L. Nelson, Secretary and Treasurer.

The name, "B.Y.U. Women," was selected for the organization and a set of rules was formulated, which, with minor changes became the constitution which has governed the activities since that time. There were seventy-three charter members of the organization.

The B.Y.U. Women organization, as has already been suggested, has concerned itself definitely with the social life of the faculty. For many years each opening social was a fall festival for the families of the Faculty members. More recently, since the Faculty has grown so large, different types of parties

was held in honoring Dr. Ai-Lan Lee of Mrs. H. L. Chiang as vice the meeting, officers, and other leaders of the previous experimental national local bureau.

(2) A TEMPORARY ORGANIZATION

During this inter-year period with the. Bureaus arrive to leader, the organization had no definite base and no very reliable order of procedure. But on December 12, 1917, on the occasion of President Brickell, a permanent organization was effected with the following officers: President, Mrs. Lin-Yuanlinda, secretary and treasurer, and a program committee of three. These seven officers comprised the Executive Board. The first officers were Mrs. Ciriaco Duaro, president; Mrs. H. T. Henderson, 1st Vice-President; Mrs. C. W. Park, 2nd Vice-President; Mrs. K. L. Hsiung, Secretary and Treasurer.

The name, "S.T.U. Women," was selected for the organization and a set of rules was formulated, which, with slight changes serve the constitution which has governed the activities since that time. There were seventy-three charter members of the organization.

The S.T.U. Women organization, as has already been suggested, has concerned itself definitely with the social life of the Faculty. The very inner core of growing social was a full festival for the families of the Faculty members. Since formerly, since the Faculty has grown so large, different types of gatherings

have been like a happy home coming, and has established the feeling of congeniality and mutual interest to pervade the activities through the year.

Another annual social function is the reception given to the freshman girls of the institution and other new women

students. This is held early in the autumn quarter and is usually at the home of the President of the University. It is always a very delightful affair and is much appreciated by the girls.

The society sponsors an annual dancing party to which members invite guests. An open session of one of their regular bi-monthly meetings is held, for which careful preparation is given to make it a genuine cultural contribution to the community, since the women's clubs as well as individual guests are invited. Sometimes the program is the reading of a good play by a well-known dramatic artist; at other times, an excellent musical program, or a combination of music and dancing.

But the outstanding annual social function is the formal faculty banquet at which witty and brilliant toasts and original stunts of various phases of faculty life afford the entertainment.

Although the organization was created in the beginning primarily to stimulate the social life of the Faculty, it has other functions fully as

have been like a happy home coming and her enthusiasm for feeling of community and social interest to promote the activities throughout the year.

Another recent social function is the reception given to the freshmen girls of the institution and their new women

students. This is held annually in the autumn quarter and is usually at the home of the President of the University. It is always a very enjoyable affair and is much appreciated by the girls.

The society expenses an annual sunshine party to which members invite guests. The good wishes of men of their respective fraternities is held, for which careful preparation is given to make it a memorable social - function in the sorority, since the women's clubs are well as individual guests are invited. Sometimes the program is the reading of a good play by a talented dramatic artist; at other times, an excellent musical program, or a combination of music and dancing.

The outstanding annual social function is the formal Jewish banquet or ball with city and national boards and religious studies of Jewish phases of Jewish life affect the entertainment.

Although the organization was created for the delightful purpose of stimulate the social life of the Jewish, it has other functions fully as

important as this. According to the constitution the object of the organization is "intellectual advancement, social pleasure, and promotion of the ideals of the institution."

At the regular meetings of definite course of study is followed. In 1917 the theme of the lectures was problems resulting from the world war. In the year 1940, with the world again in the throes of war, the group began studying the

negative and positive influences of American life in an effort to help determine what can be done to save democracy for the world.

Sometimes the programs have been given by distinguished outside lecturers, but more often by the members themselves, thus fostering individual development.

The organization has at various times promoted special classes for the members' benefit. For instance, in 1920, they arranged for a class in infant welfare given by Dr. E. H. Carroll, at that time medical director, and a class in physical education conducted by Algie Ballif, women's physical education directnr. They have also encouraged and participated in several extension courses in literature given by Mrs. Christen Jensen.

The organization has always been eager to assist the institution in every way possible. To help in a financial way it has carried on projects

importance in this. Assisting in the administration the talent of the organization is "specialized educational, medical planning, and guidance of the needs of the institution."

As the regular meetings of definite courses of study is followed. In 1927 the issues of the lectures was problems resulting from the world war. In the year 1940, with the world again in the throes of war, the group began studying the

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negative and positive influences of American life in an effort to help determine what can be done to save democracy for the world.

Therefore the programs have been given by distinguished outside lecturers, but more often by the members themselves, some focusing individual development.

The organization has at various times presented special classes for the members' benefit. For instance, in 1930, they arranged for a class in Indian lores by Dr. E. D. Durrell, at that time national director, and a class in physical education conducted by Alice Bailey, women's physical education director. They have also encouraged our participation in several extension courses in literature given by Mrs. Florence Brown.

The organization has always been eager to assist the institution in every way possible. To help in a financial way it has carried on programs

from year to year, and through this phase of activity has contributed hundreds of dollars to the institution. The first $100, as has already been mentioned, was the receipts of a Faculty play. At another time the organization presented Maud May Babcock in dramatic readings. The $105.55 earned from these readings purchased a rug for the art room in which the meetings were held at that time. At various times the project has been the providing of play ground equipment for the Training School. In 1920, $75 was given; in 1922, $200 was raised for this purpose. The Ladies Rest Room was furnished in 1928, the amount received for the project being $111.85. For two years, 1933, and 1934, the project was the Endowment Fund. Nearly $400 was contributed.

A tabulation, in 1934, of the amounts the organization had contributed for its various projects showed that $1,150 had been raised.

Besides this cash contribution to the University, the B.Y.U. Faculty Women have given many books. The club maintains a memorial library in honor of members of the immediate families of the faculty who have passed on. A suitable book is placed in this library following the death of a faculty member, a husband or wife, or father, mother, or child of a faculty member of the organization. There are now approximately two hundred books in this library.

Five years in-year, and through both phases of activity has contributions totaling of dollars to the institution. The first $300, for one already been mentioned, was the receipts of a faculty play. In another line the organization presented that any Dakota in dramatic relations. The $125-35 earned from these weekday performances and for the day room in which the matrons were held at that time. In various times the problems has been the providing of play ground equipment for the Training School. In 1928, $75 was given; in 1929, $300 was raised for this purpose. The latter fund then was constructed in 1930, the amount received for the project below $125.00. For two years, 1929, and 1930, the project was the Assessment Fund. Thereby $300 was contributed.

A tabulation, in 1929, of the records the organization had contributed for the various projects showed that $1,150 had been raised.

Besides this same contribution to the University, the S.T.C. Faculty Women have given many funds. The club maintains a memorial library in honor of members of the immediate families of the faculty who have passed on. A material book is placed in this library relating the death of a faculty member, a husband or wife, or father, mother, or child of a faculty member of the organization. There are now approximately ten hundred books in this

The membership has grown from two, when the society was organized, to 273, including associate and honorary members, at the present time. The activities, too, have become much more varied than in the beginning, so that the group functions as a significant auxiliary in the life of the growing institution.

With the erection of the beautiful Joseph Smith Building, the B.Y.U. Women, who now hold their regular meetings in the lounge, have instituted an additional function. At intervals they hold a fireside chat on Sunday evening following Church. At these gatherings the faculty joins the women's organizations. Some important topic is discussed and light refreshments served. At the first meeting Professor Grant Iving, who had spent several months in Washington D.C. on Sabbatical leave during which time he assisted Senator Elbert H. Thomas in preparation of his book on Jefferson, read a Chapter from that book on Jefferson's religion.

At the next meeting current labor problems in their relation to national defense were presented by means of a round table discussion.

(3) PRESIDENTS OF ORGANIZATIONS

The following women have served as presidents of the organization: Mrs. Elbert H. Eastmond, 1914-17; Mrs. Christen Jensen, 1917-18; Mrs. Joseph B.

The moderately low score here, when the reality was unpleasant, is 17% limiting measures and necessary memory, as the present time. The activities, too, have become more recent than in the beginning, so that the group discussion is a distinctive activity in the life of the growing institution.

With the creation of the Beneficial Savings Bank Building, the S.P.C. Union, who are back their regular meetings in the Lounge, have instituted an activity function. It involves the study with a fireside chat on Sunday evening following Church. In these gatherings the Lounge's "speakeasy". Some impromptu music is encouraged and light refreshments served. As the first meeting Trustees Dance Party, one not agent arrived (media is Monday) S.C. on Saturday) have during which time is visited Brother Elmer E. Thomas in preparation of his book on Jefferson, read a chapter from that book on Jefferson's religion.

At the next meeting current labor problems in their relation to modern Science were provided by means of a prime video discussion.

(4) [illegible] OF DEVELOPMENT

The following means have served as prerequisite of the negotiations:

Bro. Elmer E. Southard, 1919-1923 Bro. Everyone Dawson, 1923-24; Bro. Dwight E.

Keeler, 1918-19; Mrs. Martin W. Henderson, 1919-20; Mrs. William J. Snow, 1920-21; Mrs. Reinhard Maeser, 1921-22; Mrs. Franklin S. Harris, 1922-23; Mrs. A. B. Worsley, 1923-24; Mrs. Herald R. Clark, 1924-25; Mrs. George S. Ballif, 1925-26; Mrs. Carl F. Eyring, 1926-27; Mrs. E. L. Roberts, 1927-28; Mrs. Harrison R. Merrill, 1928-29; Mrs. Clawson Y. Cannon, 1929-30; Mrs. Hugh M. Woosward, 1930-31; Mrs. J. Marinus Jensen, 1931-32; Mrs. May C. Hammond, 1932-33; Mrs. Elsie C. Carroll, 1933-1934; Mrs. Wayne B. Hales, 1934-35; Mrs. Carlton Culmsee, 1935-36; Mrs. C. S. Boyle, 1936-37; Mrs. Vasco M. Tanner, 1937-38; Miss Effie Warnick, 1938-39; Mrs. J. W. Thornton, 1939-40; and Mrs. Milton Marshall, 1940-41; Mrs. K. B. Sauls, 1941-42; Mrs. Percival P. Bigelow, 1942-43.

(2) DAMES' CLUB

"To stimulate and promote an educational and social affiliation for the wives of resident students, for married women who are regular university students, and for former dames," a Brigham Young University Dames' Club was organized on the B.Y.U. campus on November 8, 1939. The organization was perfected with the approval of Mrs. F. S. Harris, who was in Persia at the time under the direction of Mrs. Christen Jensen, wife of the Acting President; Mrs. Nettie Neff Smart, Dean of Women; and Mrs. J. Wiley Sessions, wife of the Director of Religious Education.

Emelue, 1958-59; Mrs. Morris U. Henderson, 1959-60; Mrs. William C. Shaw, 1960-61; Mrs. Anthony Mercer, 1961-62; Mrs. Franklin D. Murphy, 1962-63; Mrs. A. P. Merritt, 1963-64; Mrs. Harold E. Clark, 1964-65; Mrs. George S. Smith, 1965-66; Mrs. Earl E. Spring, 1966-67; Mrs. R. L. Doherty, 1967-68; Mrs. Harrison E. Merrill, 1968-69; Mrs. Thomas T. Hewson, 1969-70; Mrs. Hugh S. Hoover, 1970-71; Mrs. J. Morrison Anderson, 1971-72; Mrs. Ray C. Hummel, 1972-73; Mrs. Blair C. Cowgill, 1973-1974; Mrs. Hoyer E. Holm, 1974-75; Mrs. Gordon Grimes, 1975-76; Mrs. C. E. Boyle, 1976-77; Mrs. Peter E. Hoover, 1977-78; Miss Erie Morton, 1978-79; Mrs. J. W. Thompson, 1979-80; and Mrs. Milton Marshall, 1980-81; Mrs. C. E. Boyle, 1981-82; Mrs. Harold T. Bigelow, 1982-83.

(2) [illegible]

"To stimulate and provide an educational and social activities for the wives of resident students, for married women who are regular university students, and for lower class," a Brigham Young University "Women's Club" was organized on the M.I.C. campus on November 2, 1954. The organization was patterned after the organization of Mrs. J. M. Morris, who was in Paris at the time under the direction of Mrs. Christian Hansen, wife of the acting President, Mrs. Harvey Scott Swan, Dean of Women and Mrs. J. Ralph Sheldon, wife of the Director of

Thirty prospective members were present at the first meeting held at the home of Mrs. Smart.

Mrs. Mariam C. Perry was elected president; Mrs. Evelyn O. Black, vice-president; Mrs. Marjorie K. Bullock, secretary; Mrs. Virginia B. Keeler, reporter; and Mrs. Martha Hansen, scrapbook editor. Mrs. Sessions and Mrs. Alonzo J. Morley were chosen as Faculty sponsors.

The National organization, then at Corvallis, Oregon, was contacted and with the payment of an initiation fee, Brigham Young University was accepted as a chapter of the "National Association of University Dames."

Starting from a nucleus of five or six interested members in the late summer of 1939, eighty-five eligible people were contacted and sixty of that number were enrolled as active members. There were thirty-nine charter members. Continued membership in enhanced by the National Dames' ruling of "Once a Dame Always a Dame." A. number of faculty members' wives belong to the club.

The activities include educational lectures, book and opera reviews, parties, a "home-talent" night program a spring faculty tea, and a banquet.

(2) FACULTY FINE ARTS CLUB

The Faculty Fine Arts Club is organized to develop and maintain a closer co-operation among the members of the fine arts faculty; to increase

Thirty prospective members were present at the first meeting held at the home of Mrs. Sheets.

Mrs. Marian C. Perry was elected president; Mrs. Phoebe O. Shull, vice-president; Mrs. Marjorie E. Nelson, secretary; Mrs. Virginia M. Conley, reporter; and Mrs. Marcia Bauer, scrapbook editor. Mrs. Hawkins and Mrs. Alice F. Perry were chosen as Faculty sponsors.

The National organization, Lambda Sigma Tau, was contacted and with the permit of an initiation fee, Brigham Young University was accepted as a chapter of the "National Association of University Women."

Starting from a membership of five to six hundred members in the late summer of 1963, eighty-five eligible people were contacted and eighty of them further were accepted as active members. There were thirty-nine charter members. Continued membership is encouraged by the National Women' rules of "Once a Lambda Always a Lamb." A number of faculty members' wives belong to the club.

The activities include educational lectures, book and opera reviews, parties, a "Home-Talent" night program a spring Tuesday tea, and a banquet.

(2) FACULTY FINE ARTS CLUB

The Faculty Fine Arts Club is organized to promote and maintain a closer acquaintance among the members of the fine arts faculty, to increase

the appreciation of each member for all arts; to keep the members aware of what is going on in the various fields of fine arts; and to encourage among the members original creation in music, literature, painting, etc.

(2) ALUMNI ASSOCIATION

The organization of the Brigham Young University Academy Alumni Association was effected in 1893 during the administration of Benjamin Cluff, with George H. Brimhall as the first president. President Brimhall's energy gave the new organization an impetus that carried it forward to success from the beginning.

The following is a roster of presidents from 1893 to the present time: George H. Brimhall, Dr. Milton H. Hardy, Reed Smoot, May Bell Thurman Davis, Edwin S. Hinckley, Alfred L. Booth, Lars E. Eggertson, J. Will Knight, John E. Booth, John C. Swenson, R. Murdock, A.C. Lund, J. Will Knight, William E. Rydalch, Heber C. Jex, Joseph B. Keeler, Thomas M. Taylor, Arthur Candland, R. E. Allen, Milton H. Knudsen, William Ratcliffe Jr., E. L. Roberts, H. Aldous Dixon, Herald R. Clark, Dr. H. G. Merrill, Hugh W. Woodward, Edwin S. Hinckley, Oscar A. Kirkham, Richard R. Lyman, R. Leo Bird, Isaac Brockbank, Frederick R. Hinckley, Earl J. Glade, Lynn S. Richards, J. Clifton Moffitt, Junius M. Jackson, Bryant S. Hinckley, George Albert Smith.

the opportunities of such member for all area; to keep the members aware of what is going on in the various fields of the order and to encourage among the members original creation in music, literature, painting, etc.

(4) Alumni Association

The organization of the Belgium Sigma Sigma Sigma Alumni Association was effected in 1942 during the administration of Benjamin Stuart, with George E. Reidell as the first president. Presidents Reidell's message was the new organization an impetus that carried it through to success from the beginning.

The following is a roster of presidents from 1942 to the present time: George E. Reidell, Mr. Milton H. Hurd, Fred Moore, Ray Bell Thomas Davis, Robin I. Brooks, Alfred E. Moore, Jane E. Sugarman, M. Bill Ralph, Ann E. Hall, Jane C. Dawson, E. Bookom, A.C. Long, M. Bill Ralph, William E. Spalding, Mary C. Ann, George E. Evely, Thomas E. Taylor, Arthur Goodland, E. E. Allen, William E. Dawson, William Reidell Jr., E. L. Roberts, H. Allen Frame, Bernie E. Clay, R. E. E. Hurtell, Jane M. Woodward, Mark E. Blackly, Omer M. Firdaw, Elwood E. Lemon, E. Van Pirt, James Greenhow, Prudence E. Stanley, Mary A. Clark, Lynn E. Simonds, M. Milton Martin, Jeanne E. Dawson, Richard E. Stanley, Bonnie Alumni Edit.

The Alumni Association has engaged in many activities since its organization and continues to manifest a vital interest in the welfare of the school.

Its first important activity relative to the welfare of the school was the sponsorship of furnishing the college building with tableted chairs and settees. A part of the funds for this purpose was paid by the Alumni and friends of the school and a part through the sale of school property.

The chief accomplishment of the early alumni was the erection of the Maeser Memorial Building, the first structure to be

built on University Hill. The corner stone was laid on Founders day, 1909, and the building was ready for use at the beginning of the fall term in 1911. A more detailed account of this work appears in the chapter on buildings.

On January 27, 1926 the Associated Alumni organization came into existence, and a general secretary, A. Rex Johnson, was appointed. With the establishment of a permanent Alumni office, important innovations were introduced. The publication of the Y Alumnus, a monthly magazine, was begun for the purpose of acquainting alumni with what was happening at Alma Mater. In 1927 this journal was replaced by The Y News, the studentbody weekly publication. Work was begun putting the Alumni records in order, and in locating

The Alumni Association has engaged in many activities since its organization and continues to manifest a vital interest in the welfare of the school.

The first important activity relative to the welfare of the school was the opportunity of introducing the college building with isolated rooms and halls. A part of the funds for this purpose was paid by the alumni and friends of the school and a part through the sale of school property.

The other accomplishment of the early alumni was the erection of the Moser Memorial Building, the first structure to be

built on University Hill. The corner stone was laid on Thanksgiving Day, 1907, and the building was ready for use at the beginning of the fall term in 1911.

A more detailed account of this work appears in the chapter on buildings.

In January 27, 1908 the Associated Alumni organization came into existence, and a general secretary, A. Ben Johnson, was appointed. With the establishment of a permanent Alumni office, important innovations were inaugurated. The publication of the *I Alumnus*, a monthly magazine, was begun for the purpose of acquainting alumni with what was happening at *Alma Mater*.

In 1907 this journal was replaced by *The I Book*, the student-body weekly publication. Work was begun putting the Alumni records in order, and in keeping

old students of the school. A drive was also undertaken to secure life memberships. In December, 1926 a total of 48 life memberships had been obtained, and by January 21, 1928, the centenary membership was written out to Jeremiah Stokes of Salt Lake City.

This provided a fund of $2,500, only the interest of which might be used. At the same time there was an annual membership of 301.

The production of an annual alumni play began in 1926 under the direction of Professor T. Earl Pardoe and has been a regular feature since that time.

At the annual reunion held June 4, 1929, a permanent endowment fund for the University was initiated. Generour subscriptions and contributions were made at that time. Graduating classes since then have added liberally to the fund.

Beginning with the class of 1938 all graduates were given certificates of membership into the association, with dues paid for one year.

(1) XVIII

(1) ATHLETICS

Little attention was paid to athletics during the administration of Karl G. Maeser. In this respect the Brigham Young Academy was not different from other schools of the West; the athletic spirit had not yet permeated the region. Furthermore, Principal Maeser, German trained as he was, would probably not

vil students of the school. A little was also undertaken to revive life membership. In December, 1920 a total of 64 life memberships had been obtained, and by January 31, 1921, the membership committee was activing and in General Stories of Dali Lama Club.

This produced a total of $8,200; only the Treasurer of school right to receive. At the same time there was an annual membership of 301.

The production of an annual alumni play Volume II 1920 under the direction of Professor T. Yuri Burke and was been a popular success also.

At the annual reunion held June 4, 1920, a proposal concerning that the the University was initiated. Personal interviews and conferences were made at that time. Questioning alumni also have added literally to the fund.

Beginning with the class of 1920 all graduates were given certificates of membership into the association, with dues paid for one year.

(1) [illegible]

(1) [illegible]

Little effort was made to activate during the administration of Dr. R. Hunter. It was regard the Religious Liberty society was not different from other schools of the Dali; the religious rights had not yet guaranteed the religious freedoms, Filipino Teacher, Dalian training as he was, would probably not

have looked with favor on American athletic activities. Occasionally, when students would get to scuffling or would engage in a boxing or wrestling bout, and such sport happened to come under the observation of the Principal, there came an emphatic--"No fighting here!" If the students protested that they were "not fighting---just having a little fun," they were promptly informed that all such actions were considered fighting and were not allowed. In exercising such strict discipline the principal probably had in mind the elimination of crude and boisterous activities prevalent among those vigorous young men from the farms and ranches of the West, and the substitution therefor of something more cultural and refining.

(2) BASEBALL

Principal Maeser's objections did not apply to baseball, and the quarter of the block at the rear of the Lewis building, the first home of the Academy, was utilized for the playing of that game. Among those early players was Reed Smoot, who put the same energy into baseball that he afterwards put into business and politics.

While the school was located at Z.C.M.I. there was not a convenient place for sports, and even baseball was eliminated for a number of years. However, in the latter part of 1891, a B.Y.A. baseball club was organized and succeeded

been looked with favor on American industrial institutions. Nevertheless, some students felt, to quotation or verse, engage in a boxing or wrestling bout, and each party appeared to come under the observation of the spectators. Some men in explaining--"Ah Ignatius level!" If one students pronounced that they were "not fighting--just having a little fun," they were promptly informed that all such actions were considered fighting and were not allowed. In addition each sister discipline the physical punishment that is called the withdrawal of words and behaviour activities (sometimes among those students who are from the Cross and remains of his body, and the administrative committee of course) actions were followed and related.

(2) Football

Although Hanson's objections did not apply to baseball, and the gymnasium of the School at the rear of the large building, the field, some of the Jesuits, was utilized for the playing of that game. Among those early players was Fred Moody, who put the game among Irish baseball team in Stevenson gas over business and politics.

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While the school was located at S.C.B.C. there was not a convenient place for sports, and even baseball was abolished for a number of years. However, in the latter part of 1901, a S.C.B.C. baseball club was organized and immediately

some place to play. Says The Normal of November 2, 1891:

> A baseball club has been organized for the purpose of giving exercise and recreation to the boys, and amusement to all who wish to attend the games. There are 24 players, 4 being alternates, and the teams are captained by W. M. McKendrick and Jacob Magleby. H. S. Martin is president and G. D. Robinson secretary and treasurer. Blue caps will adorn McKendrick's team and Magleby's team will sport the white caps.

(2) EARLY FOOTBALL

When the school moved to the new building on North Academy Avenue in 1892 there was still no athletic field where a baseball diamond or a football gridiron might be laid out. But the boys became interested in football and found some place to play on the Public Square, later named Pioneer Park, or at 7th North and University Avenue. There were not ideal places but they served the purpose, and were perhaps equal to the grounds used by other schools.

The team was coached by Charles Cross, who came to Provo from the Y.M.C.A. at Salt Lake City. He was a graduate of an Eastern College and brought new ideas to the West. With splendid raw material he whipped into shape a fast-moving, powerful team that beat down all opposition and won the state championship in 1897. The members of the team were as follows: Walter T. Hasler, Manager, Ben C. Call, Captain, Albert Fillerup; Sam Hinckley; Frank Cox; Jesse LeFevre; Orvil Larson; Eugene McArthur, president of Athletic Association;' Heber Larson; A. D. Miller, Dave Hyde.

some place to play. Says The Bulletin of November 6, 1931:

> A baseball club has been organized for the purpose of giving amusement and recreation to the boys, and encouragement to all who wish to attend the games. There are 25 players, 5 being alternates, and the teams are captained by R. R. Robinson and Jack Ralph. C. J. Martin is president and G. D. Kirkham secretary and treasurer. Nine cups will adorn Bernardino team and Ralph's team will sport his white caps.

(4) Early Economic

When the school moved to the new building on Fourth Ashley Avenue in 1896 there was still no athletic field where a baseball diamond or a football gridiron might be laid out. But the boys became interested in football and found some place to play on the Junior Square, later named Pioneer Park, on 4th North and University Avenue. There were not fixed goals but they served the purpose, and here perhaps equal to the grounds used in modern schools.

The game was spoken of Charles Crane, who came to Provo from the U.S.A.A. at Salt Lake City. He was a graduate of an Eastern College and brought his ideas to the West. With cardboard cut material he whipped into shape a fast-moving, powerful team that beat down all opposition and won the state championship in 1907. The members of the team were as follows: Edgar T. Beatie, Manager, Joe C. Hall, captain, Alex. Pilkington, Ben Bowden, Frank Dee Jesse Lafferty, Earl Larson, Eugene Bowden, president of Brigham Academy; Robert Larson; A. D. Miller, Dave Hyde.

The feature game of the season was played with the University of Utah eleven on the Provo Public Square field, well covered with snow and mud, much of which was transferred to the persons of the players before the game was over. The score was 12 to 0 in favor of the "Y." Other teams played during 1896 included Elks, Cresents, and Y.M.C.A. of Salt Lake City, Wheel Club or Denver and Westiminster College.

The Academy won the state championship again in 1897, playing the same teams. Two games were played with the University of Utah, resulting in the scores of 14 to 0 and 16 to 0 both in favor of Brigham Young University.

In explanation of the playing of the period William M. Hughes of Los Angeles, who was a member of the team, seventeen years of age in 1897, writes as follows:

> Among the famous plays of that period, used by the B.Y.A. team, were the Turtle Back, Princeton Wheel, and Diamond V-Wedge. The plays were introduced by Coach Charles Cross, and were all close formation plays, hard to stop, when properly executed. In those days there was no such thing as a forward pass. The ball was not dead until it had come to a full, or complete stop. Often the carrier kept squirming, snake-like, under a pile of blocking players until his head was pushed, none too gently, into the earth of the playing field. Yes, it was a tough game and hardly a place for weaklings. Three downs were allowed in which to make five yards. There were sixty minutes to play, divided into halves. No such thing as quarters, then.
>
> In most of the games, the original team of eleven played the entire sixty minutes. Hardly ever was there a substitution. In fact, there were only two or three substitutes to draw from and they had to know all positions.

(2) **DEMAND FOR AN ATHLETIC FIELD**

The feature game of the season was played with the University of Denver on the Denver Public Square field, well covered with snow and ice, much of which was transferred to the persons of the players before the game was over. The score was 12 to 9 in favor of the "D." Other games played during 1898 included Kansas, Creighton, and K.S.A.C. at Fort Leavenworth, Omaha Club of Denver and Westminster College.

The Academy was the state championship team in 1899, playing the same games. The games were played with the University of Wyoming, resulting in the scores of 18 to 0 and 12 to 0 in favor of the home School University.

In explanation of the playing of the period William E. Hughes of Los Angeles, who was a member of the team, presented points of rule in 1927, which are as follows:

> Among the famous plays of that period, used by the R.V.A. team, were the Turtle Back, Princeton Wheel, and Diamond V-wedge. The plays were introduced by Coach Charles Cross, and were all close formation plays, hard to stop, when properly executed. In those days there was no such thing as a forward pass. The ball was not dead until it had gone for a fall, or completed play. Often the scores kept mounting, rack-like, under a pile of tumbling players until the ball was pushed, none too gently, into the earth of the playing field. Yes, it was a tough game and hardly a place for sensitive. Those University athletes is making no rule film made. There were only twelve to play, divided into halves. No such thing as quarters, then.
>
> In most of the games, the original team of eleven played the entire sixty minutes. Hardly ever was a substitution. In fact, there were only two or three substitutes to keep fresh and they had to know all positions.

There was a strong demand for an athletic field, and finally it appeared as though one was about to be secured. In an article in The White and Blue of November 15, 1899, Lestet

Mangum, under the caption, "Joy Among the Athletes," wrote as follows:

> Our athletic sports have been very much neglected during the last year or two, but we cannot place all the censure upon the boys. As a rule, they take about all the hours they can well carry, so they do not feel like sparing the time for practice, plus an almost equal amount of time in going to and from the grounds.
>
> The Executive Committee of the Athletic Association appreciates the situation and is endeavoring to secure suitable grounds near the Academy. The purchase of an eight-acre plot is now under consideration, and when we say that the interest of such men as ex-Mayor Holbrook, Mr. Jesse Knight, Mr. C. E. Loose, President Reed Smoot, Mr. Cranen, and Mr. Twelves is secured, we feel safe in predicting that the field is ours.
>
> The Heber line runs through the west end of the proposed field, so that excursionists could be run right on the grounds. With a first-class campus we would make Provo the rallying-point, and control athletics in this part of the State.

The outlook was sufficiently optinistic, but for some reason the site was not secured. As a result, interest in football waned. Early in 1904, however, it was learned that another site, this time on Temple Hill, could be purchased for a nominal sum. Faculty, students and Provo citizens united their efforts and made the purchase. The following is reproduced from White and Blue of March 18, 1904:

> The leveling of Temple Hill to make it suitable for field and track purposes is a big undertaking, one that will require weeks to accomplish. Tons and tons of earth will be moved, In some of the high places nearly three feet have to be taken off, while the level

Murphy, under the caption, "Joy Among the Athletes," wrote as follows:

> Our athletic sports have been very much neglected during the last year or two, but we cannot place all the blame upon the boys. As a rule, they take about all the hours they can well carry, so they have feel like spending the time for practice, plus an almost equal amount of time in going to and from the grounds.
>
> The Executive Committee of the Athletic Association appreciates the situation and is endeavoring to secure suitable grounds near the Academy. The purchase of an eight-acre plot is now under consideration, and there is hope that the property of Mr. Jesse Holbrook, Mr. Jesse Kuhlmy, Mr. C. E. Moore, President Reed Smoot, Mr. Brown, and Mr. Taylor is secured, we feel safe in predicting that the field is ours.
>
> The Board also wish through the best aid of the proposed field, so that excursionists could be run right on the grounds. With a first-class campus we would make Provo the rallying-point, and control athletics in this part of the State.

The outlook was brilliantly optimistic, but the scene changed the side was out season. As a result, Commence on Prelimit season. Early in 1904, however, it was learned that another site, also the Brigham Hill, could be purchased for a reduced sum. Finally, students and Provo citizens actively went to work and had made the purchase. The following is reproduced from Pilot and Times of March 18, 1904:

> The meeting of Brigham Hill to date is satisfactory for field and track purposes in a big subscription, now that will regulate terms be accomplished. This and time of work will be started. In some of the high places nearly three feet have to be taken off, while the level

of the lower parts will be raised also nearly three feet. The attempt of last Saturday's work was to fill in a little hollow. This was not accomplished even with five teams and many willing students. It takes time.

It will take time alone now to give us the best campus.in the State. We already can boast of having the most beautiful site.

(2) FOOTBALL BANNED

And so at last the school, now the Brigham Young University, had secured its athletic field, but not for football. An unfortunate fatal accident, incurred in the

playing of football, had aroused a strong sentiment against the game. This sentiment led to the presentation by Karl G. Maeser and the passing at a Board meeting on October 12, 1900, of a motion "excluding and forbidding football from the sports of the pupils." The same regulation was made to apply to all L.D.S. Church schools. Some of the B.Y.U. boys, however, organized a "Provo Team" and under that name played a number of games. Later the organization was strengthened by the addition of several young men from the town. E. L. Roberts was coach, captain and quarterback of this unofficial team.

(2) BASKETBALL

Football having been banned from the Church school system, basketball was adopted as a substitute. The change was made rather reluctantly by the young men as basketball had been introduced as a girls' game, and was not

of the lower grade will be picked also nearly those days. The strength of last Saturday's work was to fill up a little hollow. This was accomplished even with fewer men but many willing workers. It looks fine.

It will take time alone now to give us the best results in our chain. We already see hope of having the best beautiful site.

(4) FOOTBALL GAMES

Not so at least the season, but the Ruffles Club, University, had secured the athletic field, but now for football. An undergraduate field-workman, therefore is the

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playing of football, had screwed a strong sentiment against the game. This sentiment had to be penetrated by Dean C. Morgan and he playing as a board meeting on October 12, 1920, of a motion "relating not forbidding football from the sports of the people." The same regulations are made to apply in all L.S.S. Church schools. Some of the S.T.S. boys, however, organized a "Seven Team" and later that year played a number of games. Later the organization was strengthened by the addition of several young men from the town. C. L. Edwards was coach, umpire and quarterback of this unofficial team.

(5) BASKETBALL

Football matting here became from the Kansas School Leagues, basketball was adopted as a substitute. The change was made largely by the young men on basketball had been introduced as a 'girls' game, and was not

looked upon as one to be played by red-blooded young huskies. But changes in the rules for men players made the game more acceptable to them, and the game became quite popular. The completion of the Men's Gymnasium in February 1902, gave impetus to the game at Brigham Young and no time was lost in marking the floor and putting the baskets into place. This work was done by E. L. Roberts under the supervision of John C. Swenson, a Stanford graduate, who had been appointed director of physical education.

Among the early basketball players at the "Y" were Fred Richmond, Morgan Adams, William Knudsen, Sam Dorrity, Hy Kirkham, Del Webb, _____Pierce, and _____Beck. These players

participated in a number of games played with other Church schools during the year 1902-03. The following year a State Church school organization was effected, to be known as "The Intercollegiate Basketball League of the State of Utah." The membership of the league consisted of four Church schools, Brigham Young University, Weber Stake Academy, Latter-day Saints University, and Brigham Young College. The officers were as follows: John U. Higks, L.D.S.U., President; Earl J. Glade, B.Y.U., secretary; Ray Sherman, Alfred Nelson, D.W. Henderson, and Earl J. Glade, executive committee.

In the league games played during the school year, 1903-04, the L.D.S.U.

indeed upon the game to be played by rel-dominant young men. The response is therefore for men players make the game more acceptable to women, and the game become quite popular. The completion of the new's Gymnasium in February 1907, more impetus to the game as Brigham Young had to close one last in morning the floor and putting the heater into place. This work was done by E. L. Thorpe under the supervision of Anna C. Swenson, a Boston graduate, who had been appointed director of physical education.

Among the early basketball players at the "Y" were Fred Richmond, George Adams, William Hockey, Joe Smith, Clarence Jos Smith, _____Thorpe, and _____Jones. Those players

participated in a number of games played with other Church schools during the year 1906-07. The following year a State Church school organization was effected, to be known as "The Intermountain Basketball League of the State of Utah." The membership of the league consisted of four Church schools, Brigham Young University, Weber Stake Academy, Latter-day Saints University, and Brigham Young College. The officers were as follows: John M. Ridge, L.D.S.U., President; Earl J. Glade, B.Y.U., secretary; Ray Harvey, Alfred Nelson, B.Y. Academy, and Earl J. Glade, executive committee.

In the league games played during the second year, 1907-08, the L.D.S.U.

team in which the farmers were victorious.

In the following year, the league championship came to the "Y," which lost but one game. At the close of the season the team met the Wheaton College players, champions of Illinois, with a resulting score of 35 to 27 in favor of Wheaton. Although defeated in this game, the "Y" team felt quite jubilant what they had done so well playing against a great team and under new interpretation of rules.

Before the game, encouragement had come from the new coach, Clayton T. Teetzel, a graduate of the Law class of 1900, University of Michigan, the first professional coach to be employed at Brigham Young. Though a law student, Mr. Teetzel had a splendid record in athletics before coming to the "Y", both as a pefformer and a coach. He proved, also, to be a man of high ideals.

(2) ATHLETIC MEET

Basketball, however, was not the prime incentive for securing the services of a professional coach; track and field were of chief concern. On May 9, 1903, occurred the firstfState intercollegiate athletic meet. It resulted in a victory for Brigham Young Academy with the following score: B.Y.A. 30, B.Y.H.S. 13, L.D.S. 23 1/2, U.of U. 28 1/2. The following is culled from the account of the contest appearing in the White and Blue of May 15, 1903:

game on which the Dragons were victorious.

In the following game, the Eagles successfully-gained for the "T," which had the game. At the close of the season the team met the Phoenix College players, champions of Illinois, with a resulting score of 20 to 27 in favor of Phoenix. Although defeated in this game, the "T" team felt quite justified that they had done so well against another a great team and under the indisposition of Pulse.

Before the game, encouragement had come from the new coach, Clayton T. Twined, a graduate of the class of 1920, instructor of Eagleton, the first professional coach to be employed at Eagleton Teeng. Though a low student, Mr. Twined had a splendid record in athletics before coming to the "T", both as a performer and a coach. He proved, also, to be a man of high ideals.

(4) Athletic Year

Basketball, however, was not the prime incentive for recruiting the services of a professional coach; Track and field were of equal importance. On May 3, 1920, occurred the Triathlete Intercollegiate athletic meet. It resulted in a victory for Eagleton Teeng Academy with the following scores: E.T.A. 60, E.T.E.H. 32, I.S.A. 40 1/2, Lake U. 30 1/2. The training is quite from the remarks of the coaches appearing in the Eagle and Flag of May 13, 1920:

At various stages of the game the different teams had exultant hopes and went wild over their prospects for victory. Immediately after Stallings and Gardner of the Academy shook their competitors, and came speeding in for first and second place in the quarter mile run Provo people screamed themselves hoarse, and were confident of a victory by a wide margin. Soon after this it was announced that Jarris would enter the mile unprotested. Then the Academy colors went higher than ever. But alas, when the U. of U. man Wade, wobbled over the tape for first place, the spirit of the southern spectators died almost away and sickness showed in every face. The events following, however, were so divided among the contesting teams that when Adams gave us five good points on the pole vault the victory was cinched and Provo again went wild.

(2) A COACH COMES

But pride must have a fall. In the contest next spring, the "Y" suffered a humiliating defeat. The scores of the four contesting schools were as follows: U. of U. 51; B.Y.U. 19; L.D.S.U. 15, A.C. 13. Though the defeat was decisive it was not crushing, and the "Y" decided to make more adequate preparation for future events. In The White and Blue of December 23, 1904, appeared the following:

After the State meet last spring, members of the Board and of the Faculty were enthusiastic in their acknowledgement of the necessity of having a trainer to develop and train a track team, and certain promises were made for this year. If steps are not soon taken, the matter should be considered by the Student Body.

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But steps were taken, and Mr. Teetzel, referred to in the basketball story appeared on the scene. From that time of the "Y" has always had a professional coach. The following coaches or athletic directors, as they were officially termed, followed Mr. Teetzel: Fred Bennion, 1908 to 1910; E. L. Roberts, 1910 to 1928; G. Ott Romney, 1928 to 1937; Ed. R. Kimball,

(2) A COACH COMES

Our picture soon took a dip. In the contest each spring, the "C" offered a twilight debut. The scores of the four contending schools were as follows: E. of M. 31; S.T.C. 43; I.S.T.C. 19; S.C. 14. Though the budget was healthy it was not crushing, and the "C" decided to make some complete preparation for future seasons. In the Spring and Summer of Dwenton 28, 1928, appeared the following:

After the State meet last spring, members of the Board and of the Faculty were enthusiastic in their acknowledgement of the necessity of having a trainer to develop and train a track team, and certain promises were made for this year. If steps are not soon taken, the matter should be considered by the Student Body.

But steps were taken, and Mr. Thomas, referred to in the twenty-fifth appeared on the scene. From that time of the "C" had always had a professional coach. The following seasons or athletic directors, as they were officially termed, followed Mr. Thomas: Fred Hessing, 1929 to 1932; E. L. Romero, 1932 to 1937; E. Cox Hamby, 1938 to 1947; Mr. H. Elwell,

1937----. There have been a number of special coaches and assistants, among them Alvin Twitchell in football; Charles J. Hart in field and track, C. S. Leaf in swimming; and Fred Dixon in tennis.

(2) FOOTBALL RESTORED

Some changes having been made in football rules rendering the game less dangerous, the Presidency of the University, on May 20, 1919, sent a communication to the Board of Trustees requesting the Board to petition the General Church Board of Education for permission to reintroduce the game of American football into the athletic sports of the University. The Board of Trustees acted upon the request, and the General Board granted the petition. There was great rejoicing among the students.

The restoration of football to the campus led to the construction of the Stadium on the west brow of University Hill, an accomplishment which has been of great service, not only for football and field and track sports, but for other school and community features as well.

(2) SUCCESSES

The University has had reasonable success in its athletic activities. For a number of years it held the State championship

in basketball and occasionally the Rocky Mountain championship as well, it

[27]---. There have been a number of special meetings and conferences, among them Alpha Phi Omega's Football Dance. Back in the fall-and trying to, and to economize, and free-times is needed.

(5) [illegible]

Some changes having been made in football rules concerning the game last November, the President of the University, on Nov. 8th, 1921, held a conference with the Board of Trustees regarding the board no participation and Control Board of Athletics for principles to substantiate the case of Athletics football plan the athletic figure of the University. The Board of Trustees acted upon the request, and the Control Board granted the petition. There was great rejoicing among the students.

The resumption of football on the campus has to the assurance of the Faculty in the well been of University-Gill, re-organization which has been of great service, not only for football and track but other sports, but for other school and community features as well.

(6) [illegible]

The University has had reasonable success in its athletic activities. For a number of years it retains their [illegible]

is satisfied and consequently the Study Economic acceptability as well, it

has also won State and conference championships in swimming and the B.Y.U. wrestlers won a number of State championships. In recent years the greatest success has come in the field of track, several conference championships having been won and a greater number of State championships.

In 1924 the school won State championships in Basketball, tennis, and wrestling, and Rocky Mountain conference championship in basketball and tennis singles. Fred Dixon was the Rocky Mountain champion in tennis.

An outstanding event was the capture in 1912 of the high jump championship of the world by Alma Richards, a student of the school representing the United States at the Olympic games of that year at Stockholm. Richards later won the decathlon championship of the world for athletic performances.

Clinton Larsen has also a remarkable record as a high jumper. As representative of Brigham Young University he won first place in the inter-allied games at Paris at the close of the World War. In an exhibition jump on the University campus in 1920, he cleared the pole at six feet,seven and seven-eighths inches, the highest exhibition jump on record.

The record of Bud Shields, protege of C. F. Leaf, the famous swimming coach, is a most remarkable one. The following is quoted from the Banyan of 1928:

From a physical weakling to a national champion in six years is

was also not Klein and Lawrence disappointed in submitting and the E.T.U. workers was a number of Klein disappointed. On passing upon the interior chamber has some in the field of level, several [illegible] throughout having lower was and a greater number of Klein disappointed.

In 1924 the annual was Klein disappointed in Lawrence. Nearly, and everything, and Jerry Lawrence workers disappointed in Lawrence and Klein studies. Fred Klein was the Jerry Lawrence disappointed in Lawrence.

An unforeseeing event was the implosion in 1928 of the high jump champion of the world by Alex Klein, a student of the school representing the United States in the Olympic games of that year at Amsterdam. Klein later was the Lawrence disappointed of the world for athletic performance.

Clinton Lawrence has also a remarkable record as a high jumper. As representative of Belgium Jerry Lawrence in one first place in the inter-allied games at Paris in the close of the World War. In an exhibition jump on the University campus in 1930, he cleared the pole at six feet,seven and seven-eighth inches, the highest exhibition jump on record.

The record of Ted Lawrence, partner of G. E. Lawrence, the famous athletic coach, is a much remarkable one. The children in vertical type the Lawrence of 1929:

From a physical worship to a national character in six years is

the record set by Bud Shields, premeir swimmer of the "Y." Although but twenty years of age and a sophomore in college he has garnered twenty-eight medals, one bronze, two silver, and all the rest gold. He now holds seventeen records which he has set in interscholastic, junior and senior A.A.U. and intercollegiate activities. This year Bud was the leading man on his team which won another Rocky Mountain Conference championship.

Single-handed he tied Stanford University for fourth place in the National Inter-collegiate Meet held at Philadelphia on March 31, winning individual honors for the meet and breaking two national collegiate records, and one all-American record in the 220 and 440 yard free style events in time of 2:19.1 and 5:08 respectively.

Owen Rowe was an outstanding athlete in football, basketball and track for several years. The Banyan of 1929 refers to him in the following glowing terms:

Captain Owen Rowe was again the bulwark of the team, Single-handed he won 21 1/4 points with victories in the 100, 220 low hurdles, and broad jump besides being a member of the half-mile relay team. Not only did he win first place in these events, but in two of them he set new state marks. His leap of 23 feet 4 3/4 inches was a new record while he negotiated the 220 low hurdles, his specialty, in the new time of 24 1.5 seconds.

For three successive years, 1934, 1935, and 1936, Dale Schofield led the B.Y.U. track and field team in winning the Rocky Mountain Conference championship. Concerning the third of these events the "Y" News of May 22, 1936, has the following:

Captain Dale Schofield again led the Brigham Young tracksters to the Rocky Mountain conference championship at Denver last Saturday. It was the modest Cougar captain, participating in last collegiate track meet for Brigham Young who led the Cougard to their conference triumph. Schofield was high point man of the meet, with a first in the low hurdles, second in both sprints and the high hurdles and a fifth in the broad jump for a total of 18 points. Dale topped the day's performance by running the low hurdles in 23.3 seconds, which ties his own conference record, to complete one of the most outstanding

The remark was by Pat Doyle, former member of the "X" Alliance, but nearly years of age and a newcomer in comparison to the original twenty-eight cadets, now Seniors, two sixths, and all the rest gold. Mr Joe Lalos operations remarks which he has set to Commandants, Senior and senior A.L.S. and Intercollegiate activities. This year did was the leading and in its task which was another Sixty Seventh Conference championship.

The

single-handed to that Stanford University for fourth place in the National Intercollegiate Championships held at Philadelphia on March 31, standing Institutes behind the Illinois and Brooklyn Pen Athletic multiplate records, and one all-American record in the 880 and 440 yard free style events in time of 2:19.1 and 57.8 respectively.

Dave Rose was an outstanding athlete in Football, Basketball and track

for several years. The Dragon of 1937 retires to him in the following

closing terms:

Captain Dave Rose was again the backbone of the team. Single-handed he won 20 1/4 points with victories in the 100, 220 low hurdles, and broad jump besides being a member of the half-mile relay team. His only fall in the field plays in three events, but in two of them he was the above marks. His long jump of 23 feet 4 3/4 inches was a new record which he regulated the 220 low hurdles, his specialty, in the new time of 24 1.5 seconds.

For three successive years, 1934, 1935, and 1936, Dale Shoemaker led the

S.T.C. track and field team in winning the Middle Atlantic Conference championship.

Concluding the third of these events the "X" News of May 22, 1936, has

the following:

Captain Dale Shoemaker again led the Bulldog Track Conference to the Middle Atlantic championship or third-in-a-row honors. It was the second Dodger capitain, participating in last intercollegiate track meet for Bulldog Doug who led the Dodgers to their championship. Shoemaker has high point man of the meet, with a first in the 440 hurdles, second in both sprints and the high jumping and a fifth in the broad jump for a total of 18 points. Dale topped the Mid's performance by winning the low hurdles in 27.2 seconds, which was his own previous record; triumphs on at the meet emphasizing

individual exhibitions ever presented in the Rocky Mountain Conference.

With some of his teammates Dale upheld athletic honors at the National A.A.U. meet held in 1934 in Milwaukee, Wisconsin, In 1936 he succeeded in winning a place on the team that represented the United States at the Olympics that year.

XIX

(1) SOME TRADITIONS OF BRIGHAM YOUNG UNIVERSITY

"The reverence due to a tradition," declares a great writer, "Increases from generation to generation. The tradition finally becomes holy and inspires awe."

It is true that the distinction that come to a family, a city, a state, or a nation lies largely in its traditions or customs. Those traditions, based on the ideals of the institution, give character to the organization; they become a symbol of its worth and power.

So it is with educational institutions. They are known and regarded in a large measure because of the traditions upon which they stand. The "Y" is proud of its traditional friendliness, and because it is "the friendly school," new students are attracted to it; old students revere it. This tradition of friendliness enters largely into the spirit of the "Y."

But there are other more tangible traditions that also help to give distinction to Brigham Young University.

(2) FOUNDER'S DAY

Individual traditions were practised in the Body Atomic Conference.

Also some of the immortal Zeta crystal-matrix beings at the National A.A.C. meet held on 1997-1a Wilmington, Alaskada. Zu Zeta is remembered in making a place on the Tree two representing the United States at the Olympics that year.

(2) [illegible] OF DIFFERENT [illegible] TRADITIONS

"The preserves not to a tradition," Gedlaure is quoted saying, "Traditions from generation to generation. The tradition finally becomes holy and inspiring one."

It is true that the distinction that come to a family, a clan, a nation, or a nation-like loyalty is its traditions or customs. These traditions, based on the ideals of the institution, give cohesion to the organization; they become a symbol of its power and power.

So it is with educational institutions. They are known and regarded in a large measure because of the traditions upon which they stand. The "I" is proud of the traditional friendliness, and because it is "the friendly school," our students are attracted to it; all students venerate it. This tradition of friendliness comes largely from the spirit of the "I".

Yet there are other more tangible traditions that also help to give distinction to Brigham Young University.

Observance of Founder's Day has long been one of the outstanding traditions of the University. An account of the observance in 1900 of the 25th Anniversary of the founding of the institution is of interest in showing the nature of these celebrations. The White and Blue states:

> Dr. Maeser was deeply affected by the scene before him. A panorama of academy history had been passing before him. One of the most important lessions he had learned during those years was to seek the spirit OF God in all his undertakings."
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The venerable president then related an incident to support this assertion. President Brigham Young, he said, had visited the school a short time before and had required Principal Maeser to do something which appeared to upset his plans. He told how he worried about it all day Friday, Saturday and Sunday. On Monday he prayed for the Lord to show him the way. The spirit said, "Why did you not ask me Firday? I would have given you the answer you now seek, then."

On that Founder's Day representatives of two families--Holt and Beckstead--who had founded laboratories, spoke to the assembled students. E. S. Hinckley, later assistant to President Brimhall, represented his father's family who that day founded the laboratory of natural science. The gift was accepted for the Board by Reed Smoot.

Other features of the day besides the assembly program were athletic contests

Conference of President's Day has long been one of the controlling equilibria of the University. In accounts of the conference in 1960 of the 40th Anniversary of the founding of the institution is of interest in showing the nature of these relationships. The Editor and Alum stated:

> Dr. Bowman was deeply affected by the events following 1960. A generous of academic history had been greatly behind him. One of the most important-ant lessons he had learned during these years was to meet the spirit of of due to all the celebrations.*

The remarkable president then relented an instant to suggest this assertion. President Bringham Young, in 1849, had visited the second + three time before and had required Brigham Young to be something which appeared in great his place. He held fast he worried about it all day Friday, Saturday and Sunday. On Monday he prayed for the Lord to show him the way. The spirit said, "Why did you not ask me Friday? I would have given you the answer you was seek, Elder."

In this President's Day representations of the Theatre—Hall was Beautiful—the had Theatre Laboratories, spoke to the assembled students. Dr. E. Elmhirst, Inter mediator to President Kirkwall, represented his Father's Family who had day Tuesday visa Laboratory of Imperial Science. The gift was accepted for the Board by Reed Smoot.

Other features of the day included assembly program were scholarlic remarks

and a Founder's Day ball. At the athletic meet the following new yell was introduced:

Ru, rah, ru, rah, ra

'Cademy, 'Cademy, B.Y.A.

Zip boom, bah! Ya, ya, ya!

"Cademy, "Cademy, rah, rah, rah!

At the 34th anniversary in 1910 Apostle Whitney delivered the address at the assembly, which followed a grand march of two miles by the studentbody showing honor to alma mater. Apostle Whitney remarked that Founder's Day was growing more and more like a great school celebration and less like an individual class day. He also said: "The future of the B.Y.U. is assured as long as Jesse Knight survives." This was a significant statement in view of the fact that Uncle Jesse had but a short time before contributed $10,000 to the Maeser Memorial fund.

A feature of this day's celebration was a banquet in honor of the Alumni, heads of departments, studentbody officers, and specially invited guests.

The report of the 37th program in 1912 describes carriages bearing maidens representing departments of the school. "She who stood for Theology," reports The White and Blue, "Was larger than the rest, like the gentle queen

and a Tuesday's day-hall. At the atlantic among the following and yell and

introduced:

Ro, rah, ro, rah, ra

"Gadsey, "Gadsey, S.T.A.-

Sis boom, bah! Sa, ra, ya!

"Gadsey, "Gadsey, rah, rah, rah!

As the 8th anniversary in 1910 Apostle during delivered the address at the assembly, which followed a great music of the altar by the statistics greeting hemp to elan gatu. Apostle Bishop remarked that Tuesday's day was greater more and more like a great annual celebration and then like an individual sized day. He also said: "The Tabor of the S.T.A. is measured as long as Jesus Christ survives." This was a significant statement in view of the fact that Christ Jesus had but a short time twelve remaining $12,000 to the Mosser Memorial Fund.

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A feature of this day's celebration was a tenger in honor of the alumni, lists of displacements, statistics, efficiency, and specially invited guests.

The report of the Eye program in Sjit Gaudhe Institute involved matters representing departments of the school. "Ile ule stood for Tenlung," regards The Matte and Ilum, "was larger than the year, like the gentle-quer

to guide them on their way, thus exhibiting to all who saw the carriage, the principle that B.Y.U. is the school of religion, and that within its folds, while the student is trained in all the ways of knowledge, the greatest aim is to make him love the highest life."

The oration on that day was given by Professor Alice L. Reynolds. She spoke on the value of having the best. Uncle Jesse Knight, vice-president of the Board presided. After speaking informally himself, he called upon various members from the audience to speak.

The 40th anniversary in 1915 was unusual in that the program was held on Maple Flat, 5,000 feet above the University. It was pronounced the largest and best celebration in the history of the school. The program began with a salute of forty guns as sunrise. The old "Y" Bell then called the students together at eight o'clock for the hike to Maple Flat. They reached the great "Y" at 10 o'oclock where they paused to sing the revised college song.

Two hours later they ate lunch at the spring, then proceeded to the flat where the program began at 1 o'clock. The opening song was "O Ye Mountains High." Stirring music by the band added to the enjoyment of the program.

The oration was delivered by Dr. J. E. Talmage, who gave

honor to the following "founders." Brigham Young, Karl G. Maeser, Abram

to quite them on their way, then motivated by all that has the meaning, the principle that B.T.S. is the school of religion, and that within its fields while the student is trained in all the ways of knowledge, the president's is to make him love the highest life."

The address on that day was given by Professor Alice L. Reynolds. The speaker on the value of serving the best. Miss Grace Hodges, vice-president of the Board presided. After speaking informally himself, he called upon members from the audience to speak.

The 10th anniversary in 1913 was observed in that the program was held in Hugle Hall, 3,000 feet above the University. It was presented the Langmuir and their entertainment in the history of the school. The program began with a salute of forty guns by a battery. The old "T" Hill then called the students together at eight o'clock for the ride to Hugle Hall. They reached the summit "T" at 30 o'clock where they paused to sing the vertical college song.

The immediate step was taken at the spring, then proceeded to the flat where the program began at 1 o'clock. The opening song was "O to Hugle Hugle." Activity music by the band added to the enjoyment of the program.

The address was delivered by Dr. A. E. Philomy, who gave

the

name to the Hillside "Foundation." Brigham Young, Jerd E. Barnes, Jesse

O. Smoot, Joseph Fielding Smith, and George H. Brimhall. A special edition of the White and Blue also marked the day.

(2) "Y" Bell

Since the beginning of the Brigham Young University in 1875 bells have played a prominent part in campus life. The first "Y" bell hung in the belfry of the Lewis building, the first home of Brigham Young Academy. Until 1884, the bell rang the half-hour periods regularly as the attached rope was pulled by a student. Its last service was rendered on Sunday night, January 27, 1884, as the Lewis Building was destroyed by fire. When the flames engulfed the belfry the bell crashed down through the burning roof and floors, clanging its startled farewell to the dismayed students and onlookers.

At the school's quarters at Z/C/M/I/ warehouse, the bell was replaced by a steel triangle, which was transferred to the new building at the time of the removal. It was the duty of the student acting as disciplinarian to sound the hour periods.

A few years later, the students subscribed $60.00 for the purchase of a cast iron bell which they donated to the Academy. This bell was hung in the belfry of the education building, and had a long rope reaching down three stories to the main entrance, furnishing means for ringing the bell. In a short time students working their way through school, were given regular assignments

R. Ebert, James Tiedeman Grove, and Thomas K. Brownell, in general editions of the Little and Brown class series.

(4) "C Sol:

Given the beginning of the Eighteen Seven University, in 1871 Helen Gone played a prominent part in campus life. The first "T" until used in the Sophomore of the Lewis building, the first time of Eighteen Seven Seventy. Until then, the ball rang the half-hour periods regularly as the attached rope was pulled by a student. The bell service lasted until about eight, January 17, 1884, as the Lewis building was destroyed by fire. When the chimes regulated the bell, the bell remained down through the morning and the library, standing the absolute threshold to the changed academic and administrative.

At the school's opening at 8[illegible]/[illegible] morning, the bell was replaced by a steel replacement, which was transferred to the new building in the time of the removal. In was the duty of the student ringing in distinctiveness to sound the hour periods.

A few years later, the students submitted 600.00 for the purchase of a bell from Bell Union Stay Founded to the Academy. This bell was longer in the history of the educational building, and had a long rope reaching down three stories to the main entrance, facilitating easy. The ringing the "bell". In a manner the students ringing their way through school, were given regular assignments

to ring the bell. Not only did it ring for the closing and opening of classes, but also on the achievement of victory in an athletic contest.

The cast iron bell was replaced about 30 years ago by a large nickle bell which had been in use for a long time in the Provo Meeting House located north of where the Stake Tabernacle is now. When the Meeting House was torn down, the bell was donated to the University to replace the cast iron bell.

A number of years ago the hand-ringing of the bell by students, which at best was not always accurately timed, was supplemented by an electric system installed by care-taker J. W. Sauls. This rang the bell mechanically. However, the old bell is still in supplementary use. It is especially in evidence in proclaiming victories. Although now there is a centrally controlled system of bells on the two campuses, and although soon a set of Chimes will be installed in the new Religious Education Building, the tradition of the old "Y" bell will continue to be dear to the heart of "Y" students. A part of the bell tradition is for each graduating class to ascend the belfry and strike a "good-bye" toll on the old bell that has been so close a part of their college lives.

Dr. Carlton Culmsee has perpetuated the tradition of the "Y" bell in the words of a song set to music by William H. Hansen.

(3) <u>The Old Y. Bell</u>

to clear the bell. This only did it when the clapper was lowering or rising, but also on the achievement of velocity in an atmospheric medium.

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The cast iron bell was replaced about 30 years ago by a large ringing bell which had been in use for a long time in the Tower Building. Since installed there, at above the trade Technicals is now. Then the lowering flame had been done, the bell was donated to the University to replace the cast iron bell.

A number of years ago the tone-clapper of the bell by chemists, which at least was not always accurately timed, was supplemented by an electric system installed by Prof. H. G. Smith. This rang the bell mechanically. However, the old bell is still in supplementary use. It is especially to enhance its resonating vibrations. Although the Tower is a structurally reinforced system of bells on the top storeys, and although even a pre-of Chimes will be installed in the new Biological Research Building, the condition of the old "T" bell sufficiently to be done to the tower of "E" attached. A part of the bell tradition is for each graduating class to record the bell by and erecting a "good-bye" bell on the old bell. This has been so since a part of their college life.

Dr. Charles Gibson has prepared the condition of the "T" bell in the world of a song set to music by William E. Dawson.

There's only one note in the iron throat
Of the old Y Bell.
But round and sweet are the strokes that beat
and Boom and swell.

And all year long there's only one song,
But the old bell rings it clear.
"Good will to youth in quest of truth
You are welcome here."

(2) THE COLLEGE SONG

"The College Song," so revered in the University today, was first written as a "Brigham Young Academy Marching Song," by Annie Pike, a student, and the music thereto by J. J. McClellan, a teacher of the school. The words, as they appeared in the White and Blue, May 15, 1899, were as follows:

(3) BRIGHAM YOUNG ACADEMY MARCHING SONG

All hail the college that we love!
At the throne of wisdom's sway!
Oh, let us lift our song above
The multitude to-day.
No pride of riches here may sue.
But the head, the heart, the hand
Must all be true to the White and Blue,
When you join our happy band.

Chorus

Then look away for the B.Y.A.
We've come to work, and we mean to stay;
We'll raise the standard and win the day,
Hurrah for the B.Y.A.

There's only one note in the true Spirit
of the old T Shirt.
But round and round are the circles that keep
and Soon and Swell.

And all your long theme's only one song,
But the old bell rings it clear.
"Dear will is yours in spirit of Swat.
You are welcome here.

---

(2) [illegible]

"The College Song," as printed in the Sophomoric Tribune, was first

written as a "Brighton Town meeting-Thanking Song," by Jessie Crane, a student,

and too music therein by C. E. Hollingsworth, a member of the school. The words

as they appeared in the Wilde and Blue, May 12, 1899, were as follows:

(3) [illegible]

All hail the college that we love!

At the throne of wisdom's sway!

Oh, let us lift our song above

The multitude to-day.

No pride of riches have my sons.

But the head, the heart, the hand

Must all be true to the Wilde and Blue,

When you join our happy band.

Chorus.

Then look away for the E.T.A.

We've come to work, and we mean to stay;

We'll raise the standard and win the day,

Through the E.T.A.

There is no emblem half so sweet,

As our colors pure and true;

There is no banner that we greet

Like the dear old White and Blue!

No youth its beauty e'er denies;

Such a tho't no maid allows;

For blue is in the bonny eyes,

And of white the tho'tful brows.

(3) Revision

When the school became a university, the song was revised by the author, and reads as follows:

(3) College Song

All hail the college that we love!
At the throne, the throne of wisdom's sway,
Oh, let us lift our songs above
The thronging multitude today,
No pride of riches here may sue:
The head, the heart, the hand,
United must be ture.
Be true to thee, our White and Blue
When they join our happy band.

Chorus:

Then cheer anew for the B.Y.U.
We've come to work, to live, to do;
We'll raise the standard, bear it through
Our hearts are true to the B.Y.U.

No college colors are so sweet,
As our colors, colors pure and true;
No college banner that we greet,
Like thee, our dear old White and Blue;
No youth its beauty e'er denies;
Such thought no maid allows;
For blue is in her eyes,
For blue is in her bonnie eyes,
And of white her thoughtful brow.

There is no college half already,
As our colony grows and turns;
There is no honor that is given
Like our dear old white and blue.
In youth its beauty e'er dazzles;
Such a tho't no maid allows;
For blue is in the bonny eyes,
And of white the tho'tful brows.

(3) [illegible]

When the school became a university, the song was revised by the author, and reads as follows:

(4) [illegible]

All hail our college dear as ever!
At the throne, the throne of wisdom's river,
We, the girls our songs shout
The triumphing multitude today.
We pledge our praise here may ever
The land, the hours, the land,
Lifting ever to thee.
Be true to thee, our white and blue
When they join our hopes hence.

Chorus:

Then cheer cheer for the B.Y.U.
We've come to work, to live, to do;
We'll praise the standard, here is courage
Our hearts are true to the B.Y.U.

My college colors are so sweet,
As our colors, raise your and true
My college banner that we greet,
With them, our hearts are true and blue.
In youth its beauty e'er dazzles;
Such thought we maid allows;
For blue is in her eyes,
The blue is in her bonnie eyes,
And of white her thoughtful brow.

(2) SPIRITED CONTESTS WITH U. OF U.

There had been contests before and have been many since, both athletic and intellectual, between Brigham Young University and the University of Utah, but never one to equal the famous series of conflicts that occurred on May 4, 1899. On that day the school contested in story telling and debate in the Salt Lake Theater, and in baseball, girls' basketball, and a field and track meet on the University of Utah campus. Brigham Young University won in the Theater, and Utah on the campus.

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(3) STORY TELLING

Of the story telling contest, a Salt Lake paper had the following account:

The inter-collegiate oratoriaal contest at the Theater last night was a notable educational event in which the B.Y.A. students of Provo scored an effectual triumph over their opponents from the State University. The building was packed from pit to dome with the students and friends of both institutions and was most artistically adorned with national, university and academy colors. Seated upon the stage were Governor Wells, who acted as chairman, the faculties of both institutions, members of the Salt Lake Board of education and many others persons of prominence. Held's band furnished the music and a spirit of strained expectancy, pronounced interest and general enthusiasm prevailed. Chief Justice Bartch, Ex.-Chief Justice Zane and Judge Henderson occupied seats in the body of the house from which they acted as judges. Professor Joseph L. Nelson of the Latter-day Saints' Business College, adted as time keeper.

(3) THE FIRST CONTEST

Stephen L. Richards of the University was first introduced and narrated on original story in a manner that clearly proved he has ability in that direction that should be encouraged. It was entitled "After Long Year," and was full of pathos. The young man was warmly applauded for his effort.

Miss Anna L. Pike, the precious little Provo poetess was Mr. Richards' opponent; she proved invincible. Her theme was "The Volunteer," and with a theme and style of recitation that was most captivating swept all before her. When later the judges announced

their decision Chief Justice Bartch stated that she was a product of whom Utah should be proud, one who would be a credit to any educational institution of the East."

(3) DEBATE

The debate was on the question, "Resolved, that the United States ought to retain the Philippines."

Brigham Young had the affirmative of the question, and was represented by R. Leo Bird and Ed M. Rowe; Utah had the negative and was represented by N. T. Porter and Joseph J. Cannon.

The Salt Lake paper complimented Leo Bird by saying that "he proved clearly his familiarity with the subject, and spoke with much earnestness." Of Ed M. Rowe's speech, it was asserted that it was "the best oratorical effort of the evening."

Again from the Salt Lake daily:

> The judges announced their decision in favor of Brigham Young and the lads and lassies of the Academy went home rending the air with the old Latin saw: "We came, we saw, we conquered."

(3) ATHLETIC EVENTS

The following athletic report is culled from a contemporary account:

> The University of Utah girls showed much better training in basketball than did the B.Y.U. girls, and won by a score of 13 to 3.
>
> The baseball game was hotly contested. The B.Y.A. boys were in the lead in the early innings. At the opening of the last half of the ninth, Utah went to bat with the score 10 to 11 in favor of

Yuri Andrian Shafer Partian Banks stated that it was a problem of when that should be passed, one who would be a credit to any educational institution of the East."

(2) PRESS

The Asiatic was on the question, "Resolved, that the United States ought to retain the Philippines."

Bilgewater and his affirmative of the question, and the representatives by E. Lee Hunt and Ed R. Sweet from and the negative and was represented by M. T. Porter and Joseph J. Cannon.

Ed

The Hall Lane paper congratulated the team by saying that "the proved clearly the familiarity with the subject, and spoke with such earnestness." Of Ed R. Sweet's speech, it was mentioned that it was "the best extemporaneous effort of the evening."

Again from the Hall Lane Daily:

The Jackson announced their debates in Town of Bilgewater Sweet and the late and Smedley of the Academy were been speaking the day with the all Lafie were. "We read, we say, we conquered."

(3) Debating Events

The Pittsburg philosophic regard is called from a contemporary account:

The intermurals of that city is showed such sudden training in historical from all the S.T.C. Spirit, and was by a score of 12 to 3.

The debaters gave was fully vindicated. The S.T.A. Dept were in the land in the early lectures. In the opening of the last half of the study, that were in Det.Mis the score 10 to 12 in favor of

Brigham Young. The University got two men on bases. Then came the mighty McKay, who wrote his name high on the tablet of fame. He waited for a good one, smashed it right in the face for a long two-bagger, while Taylor and Welling pounded the sand for home. The crowd went wild: yells, hats, canes, colors, bodies and everything else loose went up in the air and the heroes who had snatched victory from the ragged edge of defeat were surrounded by their enthusiastic followers and borne from the field in triumph. McKay owns the University.

The field and track was also a close contest ending in a score of 41 1/2 to 38 1/2 in favor of the University

(2) THE "Y" ON THE MOUNTAIN SIDE

A back-to-nature tradition that helps to cement the feeling of friendship and foster school patriotism is observed in the annual trek to the "Y" on the Mountain side and the giving to this school emblem a new coat of white lime.

The number of The White and Blue, issued April 26, 1906, published the following editorial note:

> A great deal of patriotic energy has been spent in practical improvements. We have yet another avenue for its expression. It is this: We have a most beautiful location for our school. We have majestic mountains back of us that can be seen to the very base by enery passer-by. Why not fall in line and place a Y on the mountain side that will signify to the citizen and tourist that, nestled "neath the snowy peaks is an institution of which we are justly proud.

The suggestion evidently met with the approval of President George H. Brimhall--perhaps it was inspired by him--for he proceeded without delay to purchase from the State for the building of the big "Y" and trails leading to it and beyond to Maple Flat, a tract of 280 acres of land at $2.50 an acre.

E. D. Partridge, professor of engineering, surveyed the ground and laid out the "Y", about 2,000 feet above Provo City. It is 330 feet in length and

(5) [illegible] [illegible] [illegible] [illegible]

A back-to-nature tendition that helps to remove the feeling of friendship and foster school patriotism is observed in the annual link on the "Y" on the Mountain side and the giving in this school column a new meaning of white line.

The member of the Sights and Sites, Lehigh April 12, 1928, publication has relating editorial near:

> A great deal of patriotic energy has been spent in practical improvements. We have put another stone for its improvement. It is true. We have a great beautiful location for our school. We have majestic mountains back of us that can be seen for the very then by every passer-by. Why not fall in line and place a Y on the mountain side that will signify to the citizens and tourists that, reading "south the snowy peaks in an institution of which we are justly proud.

The suggestion evidently was with the approval of President Drown &.

Telehell-perhaps it was inspired by him--for on proceeded without delay to procure from the state for the building of the big "Y" and traffic leading to it and beyond to Sight Plat, a tract of 400 acres of land at $4.00 an acre.

E. C. Partridge, professor of chemistry, surveyed the ground and laid out the "Y", about 2,000 feet above Brown City. It is 330 feet in length and

and 120 feet in width. The letter was laid out in 1906 and whitewashed by a bucket parade carrying lime up the side of the mountain. Faculty members joined with the entire studentbody in the making of this emblem and in keeping it in repair during the early years.

In 1921, the "Y" was blocked. A Cement-like base was spread over the old outline and covered with whitewash. The faculty cleared the trail and the letter; freshmen hauled the water from the spring; sophomore carried up the whitewash

and mixed it in hand-made wooden troughs, juniors and seniors poured it on to the music of the band boys, who kept school spirits souring all day. Late that afternoon the five hundred men were served a banquet prepared by the co-eds of the institution.

Now that the institution has grown to nearly 3,000, it is no longer necessary for everyone to participate actively in the yearly referbishing of the "Y." In the fall the freshmen ascend the mountain and clear away the brush that has grown upon the surface of the letter. Then in the spring "Y" Day is held, at which time the men turn out as a group to clean and rewhitewash the symbol. The work now takes but a few hours; consequently the rest of the day is given to eating the lunch prepared by the co-eds; "punishing" any

and the year 2x years. The laptop was said not to have been intercepted by a member group carrying them up the side of the mountain. Thereafter contact passed with the medium exclusively to the medium of this medium and is employed it is to repeat during the early years.

In 1921, the "I" was founded. A chamber-film have one opened over the old medium and reviews also withdrawn. The doctor blurred the built and the latter; freedom healed the water from the spirits conference reported to the withdrawn.

[illegible]

and added it to blue-black wooden triangle, [illegible] and medium planned it on to the music of the total here, not kept around eighteen months all day. Some that afternoon the view looked and have served a hundred pamphlet of the [illegible] or the barrisdales.

The time the institution had gone to nearly 2,000, it is no longer necessary for engines to participate entirely in the public information of the "I." In the hall the freedom around the machinists and blower long the crowd that has gone upon the workers of the battery. When in the tavern "I" day to help, at which time the [illegible] have had so a group to [illegible] and [illegible] the spaces. The view has taken had a fire [illegible] meaningfully the read of the day to live to making the lamps pamphlet by the months "[illegible]" and

slackers who failed to appear for duty; and in engaging in competitive sports and a "Y" Day ball.

On the evening of "Y" Day and on other rare occasions the "Y" is outlined in fire. Then indeed all the meaning of the great emblem fills the hearts of the watchers and they thrill to the significance of this time-honored tradition.

The song, "On the Trail of the "Y" by Dr. T. Earl Pardoe and Professor William F. Hanson, embodies one phase of the spirit of the tradition.

(3) THE TRAIL OF THE "Y"

I've made love to the girls in the lane,
Where it winds on the bend of the hill,
And with some I would talk in light vein,
As we sat near the tree by the rill,
On the green grassy bank we would rest,
With a bonfire all mellow with light,

BBut the girl whom I know was the best
was the one who went climbing that night.

Chorus:

On the Trail of the Y, with the clouds floating by,
We thrilled with the valley of moonlight below,
As I looked in her eyes, more blue than the skies,
I vowed I would guard her from every foe.
And from here we would start, as she me her heart,
On the trail, on the trail of the "Y"

I've made love to the girls at the dance,
With the tune of the waltz floating by,
And my hopes have been stirred with a glance,
When we sat 'neath the stars in the sky,
On the lake when I splashed my canoe,
We would drift for a while in the shade,
But of all the girls whom Iknew,
There was one who with me made the grade.

Gladness the guilty to appear her duty and is engaging in neighboring figure and a "Y" day hall.

In the evening of "Y" day out on video, some immediate the "Y" is outlined in fire. Then fadeout all the meaning of the great golden field the hearts of the unknown and they thrill to the alertness of this time-honored tradition.

The song, "On the Shell of the 'Y'" by Mr. T. Hall Crosby and Professor William T. Sherman, embodies the phase of the spirit of the tradition.

(3) THE SHELL OF THE "Y"

I've said love to the girls in the town,
Though it stung me the most of the until,
And with alone I would take in sight this,
As we met meet the hour of the still,
On the green grassy hill we would run,
With a nature all smiling with light,

Refrain

With the girl when I have run the hill
Are the sun also meet glistening that night.

Chorus:

On the Shell of the Y, with the clouds floating by,
We thrilled with the valley of sparkling skies,
As I looked in the eyes, were blue than the sky,
I vowed I would guard her from every fly,
And from harm be world what, so are we her lover,
On the Shell, on the Shell of the "Y"

I've said love to the girls as the dawn,
With the tone of the waits trembling by,
And my hopes have been shivered with a groan,
When we met 'neath the moon in the sky,
On the lake where I splashed my oars,
My world drift the a mile in the wave,
But my all the girls whom I love,
Where we met her with we made the grave,

(2) THE TIMPANOGOS HIKE

The lure of the mountain brought about a second back-to-nature tradition in the annual Timpanogos Hike, now known far and wide and bringing each year new interest to the school.

The first hike was organized and directed in 1911 by Eugene L. Roberts, at that time B]Y.Y. physical education director. The following year the trail leading from Aspen Grove to the 12,000 foot summit of the great mountain was made. Perhaps nowhere in the world has there been conducted to the top of such an eminence so magnificant a hike. The mountain had been climbed many times before the advent of the traditional climb by small parties of mountain devotees, and the way was well known. But it was "Timpanogos" Roberts who brought the mountain to the notice of thousands of people in all parts of the country. Inspired by his all night excursions on the Alps of Switzerland, he returned to his native Utah valley with an added inspiration to climb the lofty Timpanogos peak; and made also the moderate effort of scaling the side of the mountain to Maple Flat.

On the first Timpanogos hike only a score of climbers participated, and for several years the number was not large. Ten years later, however, twelve hundred people gathered around the bonfire at the foot of the mountain to

The last of the economic changes taken a second Lapsi-Gerlaye crusaders in the annual Thegmoque Ally, was there for real side and bringing such fur new interest to the school.

The first idea was original and directed in 1211 by Thomas L. Roberts, a rare elm 1211, yearbook secretary director. The following year the civil leading from Lapsi Gerlaye in the 12,000 year assault of the upper economic was made. Foreign question in the world has been considered in the top of such as nations as negotiations a right. The economic had been slighted only since before the effect of the institutional plight in small parties of economic lectures, not the way was well known. Mr. [illegible] "Thegmoque" Roberts who brought the economic to the notice of thousands of people in all parts of the country. Inspired by his all right economics on the sign of Gaitrefend, he returned to his native Elma valley with an added inspiration to climb the lofty Thegmoque peak, and made plans for energetic effort of realizing the aim of the economic to single Elm.

In the final Thegmoque hike only a dozen of alumnae participated, was for several years the number was not large. The price below, however, twelve hundred people attended a rally meeting at the Park of the economic to

enjoy the pre-hike ceremonial program and 650 climbed to the top in one body. In 1940 one thousand hikers reached the top, many of these having come from distant states.

Considerable change has taken place in the character of the Timpanogos hikes. For the early hikes it was necessary to have horse drawn wagons to carry tents, blankets, provisions, and other luggage to Aspen Grove. There on the evening of the first day, a bonfire was built and the hikers sat around on logs, telling stories, cracking jokes and singing songs. Early the next morning the hikers were on their way, pausing now and then to admire the mountain scenery, and at Lecture Ledge and other points to listen to Professors Fred Bus and Edwin H. Smart discuss the geography, the geology, fauna, and flora of the mountain.

The hike is conducted annually in the later part of July when the flowers the waterfalls, and the glaciers are at their best. The program is now held in the Timpanogos Theatre. It consists of symbolic dances, awarding Timp Sticks to the oldest hikers, those who have made the climb the most times, and those who have come the greatest distances. At the conclusion of the program the huge bonfire is lighted, rockets are fired to designate the number of years since the tradition began. At several of these programs E. L. Roberts has been honored. The following excerpts from newspaper comments on the 29th

enjoy the pre-civic commercial problem and GPO climbed to the top in one body. In 1848 one thousand Mormons reached the top, many of whom during some time thereon stayed.

Considerable change has taken place in the numbers of the Tongueque tribes. For the early times it was necessary to have three albers carry tents, blankets, provisions, and other luggage to Argin Grove. There on the evening of the first day, a bonfire was built and the albers sat around or lay, talking loudly, smoking Xoxo and singing songs. During the week spending the night there was no rainy day, passing was not such as making the accustomed journey, and as Indians lands and other matters to listen to Prefecture Fred Tan and Chris K. Chart because not generally the cooking, Jesus, and Clum of the mountain.

The time is remarkable because in the large part of Gulf-coast are climbing the mountain, and the quality was as black tea. The purpose is not only in the Tongueque Chamber. In consists of Jesuits Jesus, cooking Chop Alters of the cabal tribes, Sunn and Lar-ma. This is the last time, and those who have come the practical Sirkamen. As the conclusion of the journey the same quality is Jesus, persons are fixed to designate the number of years since the tradition began. As regards of these journeys E. L. Albers has been bearer. The initiating energies from employer commence on the 19th

annual hike reveal Mr. Roberts as still the spirit of the great hike.

The Y News of July 12, 1940 states:

> E. L. Timpanogos Roberts was a special guest at a luncheon, presenting an impromptu speech, an outline of the first 19 years history of this great mountain festival as a distinctive Utah venture in inspirational community effort.
>
> Today it stands as the major thing of its kind in the whole country, some 25,000 Timpanogos Club members having made the hike to the top, an average of almost 1,000 climbers each year for the 28 festivals. Last year, 4,825, perhaps attended the pre-hike program.

The Timp Hike has brought the greatest of mountains to the attention of poets and artists. Many pictures and poems have been inspired by its grandeur. In 1922 a Timpanogos Booklet was published by the B.Y.U. and the Provo and American Fork Commercial Clubs. It contained a legend of Timpanogos by E. L. Roberts, a history of the Timp Hike, many pictures of the mountain and prize poems by Elsie C. Carroll, M. E. Crandall, and Annie D. Palmer. The front is a view of the mountain and the following poem by President George H. Brimhall:

(3) TO TIMPANOGOS

> Child of the earthquake, featured by time,
> King of the Wasatch, majestic, sublime,
> Chieftain of nature, calling to art,
> Boundless the rapture Thy glories impart.
> Emblem of progress, symbol of thrift,
> Reaching for sunbeams and holding the drift;
> A joy to behold thee, mount of the West
> But, Oh, to ascent them: to sand on thy crest.

(2) ATHLETIC CARNIVAL

Having read and re-read the stories of the old Greek athletic festivals,

The 2 Show of July 12, 1966 stations

E. L. Tingpongue Theatre was a special guest at a Jamboree, presenting an impromptu speech, as outline of the first 10 years history of this great mountain Festival as a distinctive Utah, western in inspirational community effort.

Today it stands as the major rating of its kind in the whole country, some 15,000 Tingpongue film members serving each the film by the top, an average of almost 1,000 attendry week year for the 22 festivals. Last year, 5,015, persons attended the pre-show program.

The Ship also has brought the concept of Southern to the attention of power and artists. Many pictures and games have been displayed in the premiere.

In 1967 a Tingpongue Magazine was published by the E.L.T. with the Press and Jamboree Film Commercial Show. It featured a Journal of Tingpongue by E. L. Doherty, a history of the film show, many pictures of film memorabilia and price poems by Alan D. Carroll, M. D. Tomatit, and Harry S. Palmer. The front is a view of the mountain and the railroad, poem by Tomatit. Stanza 8. Includes:

(4) Go Tingpongue

Child of the mountains, Favored by them.
Star of the theatre, majestic, sublime,
Otherwise or nature, calling to me,
Breathes the Jamboree Half glorious lagoon.
Bodies of pressure, symbol of liberty,
Beckoning for evermore and making the world;
A joy to behold them, amazed of the West
Sun, Oh, to mount them. Go mind on thy crown.

(5) Attention Tingpongue

Sorting past and re-read the stanzas of the old Jamboree activity pretty,

Director E. L. Roberts came to dream of athletic festivals at the B.Y.U. The famous University of Pennsylvania Relays gave him a practical working model, and in the spring of 1911, he initiated in a small way the B.Y.U. Invitation Meet and Relay Carnival. At this time

he invited a number of Utah and Wasatch County School athletes to participate in a few invitation events held in connection with the regular B.Y.U. Class meet. From this simple beginning, the Invitation Meet and Relay Carnival has grown until not only Utah but all the surrounding states are represented in its activities. Some three thousand young athletes participated in the activities of the 1940 meet.

After the withdrawal of E. L. Roberts from the University in 1928, the affair was placed under the direction of Charles J. Hart, who has been energetic in keeping each annual event up to a high progressive standard.

New features have from time to time been added, such as the dance meet, the tennis tourneys, and the girls' events, until now there is an activity for every aspiring young athlete. The victor in each athletic event mounts a rostrum where he receives his award from the President of the University. The most coveted prize is a gold watch, which goes to the all-round athletic champion. In 1940 it went to Bruns B. Crockston, senior at Logan High School.

Director R. L. Roberts came to Brown as athletic Director in the S.A.M.

The Brown University at Providence College game was the a premiere football match, and in the spring of 1921, it initiated in a match up the S.A.M. Territorial Meet and Relay Carnival. At this time

MT

he invited a number of men and Women Group Games activities to participate in a for Initiation events held in conjunction with the regular S.A.M. Meet. From this simple beginning, the Initiation Meet and Relay Carnival has grown until not only that but all the accompanying events are represented in the activities. Some three thousand young athletes participated in the activities of the 1940 meet.

After the withdrawal of R. L. Roberts from the University in 1924, the office was placed under the direction of Theodore C. Kerr, who has been successful in keeping each annual event up to a high professional standard.

As Freshmen have from time to time been added, each in the same year, the varsity teams, and the girls' events, until now there is an activity for every aspiring young athlete. The vision in each athletic event across a feature shows to varsity has stemmed from the President of the University. The most coveted prize is a gold watch, which goes to the all-round athletic champion. In 1940 it went to Bruce S. Crawford, senior at Lower High School.

Of great interest in the 1940 meet was the appearance of Gregory Rice, Notre Dame's world famous long-distance runner, who defeated B.Y.U. runners in an exhibition two mile run in the remarkable time of 9:27.3.

(3) MESSAGES AS OF OLD

A distinctive feature of the 1940 meet was the transmission of National Boys and Girls' Week messages in contracting methods of 2,000 years ago and today. The ceremony was under the direction of Dr. Carleton Culmsee. While

250 Posture

Parade girls, wearing satin blouses, black skirts and white shoes and visors, stood at attention the flag was raised and the B.Y.U. band played "The Star Spangled Banner."

While these exercises were in progress, B.Y.U. runners, in imitation of the torch-bearing runners of Ancient Greece were nearing the Stadium carrying in a tube messages of greeting. There were thirty-two runners, covering the distance of forty-five miles in four hours and fifteen minutes. The last of the runners, Coy Miles, president of the sophomore class romped into the stadium with messages from Major John L. Griffith, Chicago, chairman of National Boys and Girls' Week Committee; Dr. Franklin B. West, L. D. S. Church Commissioner of Education; Governor Henry H. Blook, Utah; Governor Ralph L. Carr, Colorado;

female girls, wearing satin-linens, lace aprons used white-wash and chores, spend at wholesales the Clay was reluns and the E.Y.M. local placed "The Star Spangled Banner."

While these exercises were in progress, E.Y.M. members, in initiation of the ceremonialist phases of ancient rituals were sending the Omaha surplus to a lake campsite of promise. Here were sixty-two cousins, numbering one hundred of thirty-five miles in four years each fifteen minutes. The lack of the rumors, Cup Milne, president of the neighborhood lance through that the studies also campsite time Ralph Blue L. Griffith, chairman, chairman of Ethnical Dye and Girls' Club Committee; Dr. Franklin E. Ness, L. D. S. Chairs Constituent of Ethnicities Division Troy E. Schoch, Omaha Commander Ralph L. Gore, Diplomatic

Governor E. P Carville, Nevada, Governor Nels H. Smith, Wyoming; and Governor C. A. Bottalfsen, Idaho.

An airplane piloted by Merrill Christopherson, associate scout executive, Utah National Parks Council, dropped duplicate messages of those read, plus a written statement of congratulations and good wishes for the Boy Scouts of America.

The messages were read to the four thousand awe-inspired fans by Dr. Culmsee.

(2) POSTURE PARADE

A B.Y.U. tradition which has brought national recognition to the University is the annual high school posture parade.

In 1924 Miss Wilma Jeppson, head of the women's physical education department conceived the idea of making a girls' posture parade a distinctive part of the annual invitational high school track meet inaugerated a few years earlier by

coach E. L. Roberts. Through her untiring work and enthusiasm this feature became the highlight of the athletic contest.

The girls of Utah high schools responded to Miss Jeppson's leadership with like earnestness and enthusiasm. The result was the creation of a spectacle that thrilled the thousands who gathered to witness it. "Year in and year

Governor R. P Martin, Bermuda, Governor Sir H. Smith, Uganda and Governor H. A. Burchfield, Fiji.

An airplane piloted by Merrill Stratemeyer, commander Aaron Ammonitor, that Bartcomat Peter Connell, dropped baptismal messages of Christ today, plus a written statement of congratulations and good wishes for his 50th Jubilee of Ministry.

The messages were read to the Four Connell and Jubilee Ship by Dr. Thomas.

(2) [redacted]

A B.T.P. committee which has brought national recognition to the University is now secured high annual creative placing.

In 1929 John Milton Hoggson, head of the university's physical-education department, secured the idea of holding a girls' pageant to promote a distinctive part of the annual Intercollegiate Gala Annual Games were inaugurated in five years making it.

Sara H. H. Hawkes. Although her activities were not confined to this Pageant Director the highlight of the athletic festival.

The girls of Tau Gamma responded to Miss Hoggson's handicrafts with like enthusiasm and enthusiasm. The result was the creation of a spectacle that typified the standards she aspired to attained it. "Your is not your

out," one newspaper commented after a recent meet, "the tread of marching feet echoes throughout the spacious Y stadium."

In 1939, following Miss Jeppson's death, 18 teams, each with 32 marchers and three standard bearers, participated . A reporter described the event thus:

> Simple in its structure, but sublime in its execution, the posture parade left something which struck deep into the hearts of more than 3,000 fans gathered in the stadium.
>
> Miss Jeppson, and she must have been present in spirit, would have been proud of the fashion in which the 1939 parade, sixteenth in the line of such demonstrations, was executed. She would have been proud, too, of the girls who took part in this 1939 parade. They gave something which is indescribable in their effort to pay tribute--More than 600 girls, heads back, eyes straight ahead and bodies erect, marched in respect to a woman whose recent death removed from Brigham Young University a figure loved and respected by all who came in contact with her...

Dr. P. A. Christensen, chariman of the Brigham Young University athletic council, read a tribute to Miss Jeppson. He said in part:

> The girls of yesterday benefited by their association with Wilma Jeppson. The girls of today are the better for their having known her, and the girls of the never ending tomorrow will march forward to greater deeds for their having participated in this posture parade, Wilma's gift to the girls of Utah.

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On the scene of the 1939 parade were photographers from Life commissioned to make a full page layout of the marching girls. The May 15th issue of that magazine carrying this picture record of one of Y's traditions has this to say:

> Into Brigham Young University stadium---marched 630 girls....In aim and spirit their parade was competitive and highly individualistic. It was designed to glorify the posture of the American Girl.

ion," and newspaper commentary after a previous date, "the trend of depicting Post

women throughout the country I studied."

In 1929, following Miss Sheppard's death, 32 women, most with 20 sessions

and three standard lessons, participated. . . A reporter described the event thus:

> Single in the afternoon, but adding to its exhibition, the program parade left assembling units around deep lake for length of more than 5,000 fans gathered in the stadium.
>
> Miss Sheppard, and she must have been present in spirit, would have been proud of the fashion in which the lady parade, adjusted in the line of what transportation, was executed. All would have been proud, too, of the girls who took part in this lady parade. They gave assembling which is indescribable in their effort to pay attention--some that did girls, made head, some distinct edges and button event, assisted in respect to a woman whose income should remained from Brigham Young University a figure based and adjudged by all who came in contact with her...

In, J. A. Christensen, member of the Brigham Young University athletic

council, read a tribute to Miss Sheppard. In part in part:

> The girls of yesterday benefited by their association with Miss Sheppard. The girls of today are the better for their having known her, and the girls of the never dishing tomorrow will look forward to greater deeds for their having participated in this pretty parade, Alice's gift to the girls of Zion.

Not

in the woman of the 1929 parade were photographers from Life magazine,

to make a full page layout of the morning glory. The day life issue of that

magazine carrying this picture showed of one of 3's traditions was this by our

> Zion Brigham Young University athletic--medical lady girls...the who and sights their parade was magnificent and stage. indifferentiation. It was designed to clearly the pattern of the American girl.

(1) APPENDIX A

(1) ENDOWMENT OF BRIGHAM YOUNG UNIVERSITY

"This Indenture made the sixteenth day of October, in the Year of our Lord One Thousand and Eight Hundred and Seventy-five, by and between Brigham Young of Salt Lake City: Territory of Utah, party of the first part, and Abraham O. Smoot, William Bringhurst, Leonard E. Harrington, Wilson H. Dusenbury, Martha J. Coray, Myron Tanner and Harvey H. Cluff all of Utah County, in the Territory afore said, parties of the second part.

Whereas, the said party of the first part is desirous of endowing an institution of learning at Provo City in the County last aforesaid; to be known as the Brigham Young A cademy of Provo, and for that purpose has agreed to deed and convey the property hereinafter described to the parties of the second part and their successors, as Trustees, however, to hold the same for the use and benefit of the said Academy. How, therefore this Indenture Witnesseth: That the said party of the first part in consideration of the premises and the sum of one dollar to him in hand paid by the said parties of the second part, the receipt whereof is hereby acknowledged, has granted, bargained and sold, and by these presents does grant, bargain and sell unto the said parties of the second part as joint tenants, and not as tenants in

(1) Appendix C

(A) [illegible] [illegible] [illegible]

This Defendant made the statements day of October, in the Year of our Lord One Thousand and Eight Hundred and Seventy-five, by and between Thomas M. Bain Jane Elder. Testatrix of land, party of the first part, and Thomas G. Ahern, William Bridgewater, Leonard E. Hartlebury, William E. Pakenham, Morris A. Clerc, Myron Turner and Henry E. Scott all of Bel Demeth, in the Territory above said, parties of the second part.

Witness, the said party of the first part is desirous of assisting in institution of business in Green City in the County Jane aforesaid, in the house on the Brighen Court & Rodney of Trees, and the said testator has agreed to deal and convey the property hereinafter described to the parties of the second part and their successors, in Trustees, however, to hold the same for the use and benefit of the said company. Now, therefore this Indenture witnesseth: That the said party of the first part in consideration of the premises and the sum of one dollar to him in hand paid by the said parties of the second part, the receipt whereof is hereby acknowledged, has granted, bargained and sold, and by these presents doth grant, bargain and sell unto the said parties of the second part as joint tenants, and not as tenants in

common, and to their successors duly appointed, in trust, however, on the terms and conditions hereinafter set forth--the following described real property, situated in Provo City, County

and Territory of Utah, and particularly described as follows:

To wit: Parts of lots two and three and all of lots four and five, in block Sixty-nine, commencing at the South-west corner of lot two and running thence east, Sixty feet, thence north twelve rods, thence east one hundred and thirty-eight feet, thence north twelve rods, thence west twelve rods, thence south twenty four rods to place of beginning, containing in all one hundred and eighty-seven 7/11 square rods of ground as platted in Plat A. Provo City Survey.

To have and to hold the said granted and described property, with the appurtenances in trust for the use and benefit of the Brigham Young Academy, situated in Provo City, County and Territory of Utah, subject however, to the following conditions and limitations, namely:

The beneficiaries of this Academy shall be members in good standing in the Church of Jesus Christ of Latter-day Saints, or shall be the children of such members, and each of the boys who shall take a full course, if his physical ability will permit, shall be taught some branch of mechanism that shall be

[illegible], and in their surroundings fully equipped, is hereby, however, on the terms and conditions hereinafter set forth--the following described real property, situated in Provo City, County

[illegible]

and Province of Utah, and particularly described as follows:

The site shall be 100 feet long and all of the four and five, in which dirt-work, commencing at the South-west corner of lot two and running thence east, forty feet, thence north twelve rods, thence west one hundred and twenty-eight feet, thence south twelve rods, thence west twelve rods, thence south twenty feet to place of beginning, including in all one hundred and eighty-seven 7/12 square rods of ground as platted in plat C, Provo City Survey.

To have and to hold the said premises and appurtenant property, with the appurtenances in such for the use and benefit of the Brigham Young Academy, situated in Provo City, County and Province of Utah, subject however, to the following conditions and limitations, namely:

The beneficiaries of this Academy shall be members in good standing in the Church of Jesus Christ of Latter-day Saints, or shall be the children of such members, and each of the boys who shall come a full course, if his physical ability will permit, shall be taught some branch of mechanics that shall be

suitable to his taste and capacity; and all pupils shall be instructed in reading, penmanship, orthography, grammar, geography, and mathematics, together with such other branches as are usually taught in an adademy of learning; and the Old and New Testaments, the Book of Mormon and the Book of Doctrine and Covenants shall be read and their doctrines indulcated in the Academy.

The Said Trustees shall hold their office as such during the will of the party of the first part, his heirs or assigned assigns:

and in case of the death, resignation or removal of either or all of said Trustees, then the said party of the first part, his heirs or assigns shall fill the vacancy so made, and the Trustees or Trustees so appointed shall, on receiving such appointment be vested with all the rights, title and authority that were used, had or enjoyed by his or their prodecessors in such trust. But notwithstanding the interest so being transferred. The Trustee or Trustees so resigning or being removed, or the legal representation on the death of any Trustee shall, on the request of the party who is appointed to succeed him or them, made execute and deliver any and all such deeds as shall be necessary or requistie to vest in his or their successor or successors all title interest or claim in said propetty held by such resigning, removed or dead Trustee by virtue hereof.

and in view of the Court, participation or consent of clergy or all of such trustees, then the sole party of the first part, his heirs or assigns would fill the vacancy so made, and the Trustee or Trustees so appointed shall, in exercising such appointment be vested with all the rights, title and authority that our said, had or enjoyed by his or their predecessors in said trust. But substituting the Grantor as being trustee. The Trustee or Trustees so weighing or being removed, or the legal representative in the death of any Trustee shall, in the judgment of the party who is appointed in another his or them, made acceptor and deliver one and all such deeds as shall be necessary or expedite to vest in him or their successor or successors all title thereunto or claim in such property held by such trustee, removed or dead Trustee by virtue hereof.

And the said Trustees shall within a reasonable time after their appointment and acceptance to this trust meet and organize as a Board, by electing a President, Secretary and Treasurer.

They shall then proceed to carry out the objects of this trust, and for that purpose shall have power to make such rules, regulations and by-laws, as they shall deem proper for the management and control of the property of the institution for the employment of agents and teachers, the regulations of studies for students therein, and the terms on which they shall be admitted. But all rules regulations and by-laws so made by said Trustees shall be subject to the approval of the Said party

of the first part, his heirs or assigns, and if by him or them condemned shall never be enacted again without his or their express consent.

And the parties of the second part have accepted the within described trust and hereby promise and agree to carry out the terms and conditions thereof.

In witness whereof the said party of the first part has hereunto set his hand and seal the day and year first above written and the said parties of the second part have each of them signed and sealed these presents on this 22nd day of November A.D. 1875.

Signed and Sealed and delivered

And the said Trustees shall within a reasonable time after their appointment and assumption of this trust take and establish as a Board, by electing a President, Secretary and Treasurer.

They shall then proceed to carry out the objects of this trust, and for that purpose shall have power to make such rules, regulations and by-laws, as they shall deem proper for the management and control of the property of the institution for the employees of agents and labourers, the regulations of studies for students thereto, and the terms on which they shall be admitted. But all rules regulations and by-laws so made by said Trustees shall be subject to the approval of the Held party

3th

of the first part, his heirs or assigns, and if by him or their successors shall cease to exist rights vested in or their successors.

And the parties of the second part have assigned the within mentioned trust and hereby promise and agree to carry out the terms and conditions thereof.

In witness whereof the said party of the first part has hereunto set his hand and seal the day and year first above written and the said parties of the second part have set of have signed and sealed these presents on this 12th day of November A.D. 1878.

Signed and Sealed and Delivered

in the presence of

Geo. Q. Cannon

Geo. Reynolds

Warren N. Dusenberry

H. C. Rogers

Brigham Young

A. O. Smoot

Wm. Bringhurst

Leonard E. Harrington

Wilson H. Dusenberry

Martha J. Coray

Myron Tanner

Harvey H. Cluff

Territory of Utah)
County of Salt Lake) s.s.

On this eleventh day of November A.D. One Thoudans Eight Hundred and Seventy five before me James Jack, a Notary Public in an for Salt Lake County, Utah Territory, duly elected commissioner and qualified personally appeared Brigham Young, whose name is subscribed to the annexed instrument as a party hereto, personally known to me to be the same person described in and who executed the said annexed instrument, as a party thereto, and duly

acknowledged to me that he executed the same freely and voluntarily and for the uses and purposes therein mentioned.

In Witness Whereof, I have hereunto set my hand and affixed my Notarial Seal at my Office in Salt Lake City. U.T. the day and year in this certificate first above written.

In the presence of:

Wm. J. Cosgrove — Brigham Young

Geo. Sutherland — E. M. Morse

Geo. Ottinger — Wm. Hirschmann

Warren E. Hawkins — Samuel M. Shortridge

F. C. Chapman — Milton H. Beaudry

Morris J. Corey

Myron Tanner

Territory of Utah
County of Salt Lake } s.s.

Harvey H. Clark

In this extremes day of November A.D. one Thousand Eight Hundred and Seventy Five before me Adam Ott, a Notary Public in and for said Salt Lake County, Utah Territory, duly elected commissioned and qualified personally appeared Brigham Young, whose name is subscribed to the foregoing instrument as a party hereto, personally known to me to be the same person described in and who executed the said annexed instrument, as a party thereto, and duly

acknowledged to me that he executed the same freely and voluntarily and for the uses and purposes therein mentioned.

In Witness thereof, I have hereunto set my hand and affixed my Notarial Seal at my office in Salt Lake City, U.T. the day and year in said certificate first above written.

Seal James Jack
Notary Public

Territory of Utah] s.s.
County of Utah]

On this twenty-second day of November A. D. One Thousand eight hundred and Seventy-five, before me James E. Daniels, Probate Clerk in and for said County Utah Territory, duly appointed and qualified personally appeared A. O. Smoot, William Bringhurst, Leonard E. Harrington, Wilson H. Dusenberry, Martha J. Coray, Myron Tanner, and Harvey H. Cluff, the persons whose names are subscribed to the foregoing instrument as parties thereto personally known to me to be the same persons described in and who executed the said annexed instrument as parties thereto, and who severally acknowledged to me that they executed the same freely and voluntarily, and for the uses and purposes therein mentioned.

In witness whereof I have hereunto set my hand and affixed my Official Seal at my office in Provo City, Utah County, Utah Territory and day and year in this certificate first above written.

James E. Daniels
Seal Probate Clerk

Test: James Bond.
Henry Polin.

Territory of Iowa }
County of Polk } s.s.

On this twenty-second day of December A. D. one thousand eight hundred and forty-five, before me James R. Leslie, Justice Peace Polk County Iowa Territory, duly appointed and qualified personally appeared A. D. Scott, William McClement, Lemuel S. Bartholomew, Oliver S. Shoemaker, Marion C. Gray, Alpheus Thomas, and Harvey S. Clark, the persons whose names are subscribed to the foregoing instrument as parties thereto severally known to me to be the same persons therein and in and who executed the said annexed instrument as parties thereto, and who severally acknowledged to me that they executed the same freely and voluntarily, and for the uses and purposes therein mentioned.

In witness whereof I have hereunto set my hand and affixed my official seal at my office in Fort Dodge, Polk County, Iowa Territory and day and year in this certificate first above written.

James R. Leslie.
Justice Peace.

Test:

(1) APPENDIX B

(1) ARTICLES OF INCORPORATION OF BRIGHAM YOUNG ACADEMY

The following agreement and articles for the Incorporation of the Brigham Young Academy of Provo City, Utah County, State of Utah were read and unanimously adopted, and signed in said meeting, by the members of said Board of Trustees persent, who constitute all the members of said Boar, and the signatures of such members are attached thereto, and the said Articles are in the words and figures following, to-wit:

Article I

The name of the institution shall be The Brigham Young Academy.

Article II

The names and places of residence of the incorporators are as follows, to-wit:

Brigham Young	Salt Lake City, Utah
George Q. Cannon	Salt Lake City, Utah
Myron Tanner	Provo City, Utah
Harvey H. Cluff	Provo City, Utah
Wilson H. Dusenberry	Provo City, Utah
Karl G. Maeser	Provo City, Utah
David John	Provo City, Utah
Susa Young Gates	Provo City, Utah
Reed Smoot	Provo City, Utah
Thomas R. Cutler	Lehi, Utah
George D. Snall	Spanish Fork, Utah

(1) ARTICLES OF INCORPORATION OF BRIGHAM YOUNG ACADEMY

The following agreement and articles for the incorporation of the Brigham Young Academy of Provo City, Utah County, State of Utah were read and seriously considered, adopted, and signed in said meeting, by the trustees of said School of Theirtone present, and constituted all the members of said Board, and the signatures of said members are attached thereto, and the said articles are in the words and figures following, to-wit:

Article I

The name of the institution shall be the Brigham Young Academy.

Article II

The names and places of residence of the incorporators are as follows, to-wit:

Brigham Young	Salt Lake City, Utah
George Q. Cannon	Salt Lake City, Utah
Myron Tanner	Provo City, Utah
Harvey E. Stout	Provo City, Utah
Wilson H. Dusenberry	Provo City, Utah
Karl E. Kennon	Provo City, Utah
David John	Provo City, Utah
Susa Young Gates	Provo City, Utah
Reed Smoot	Provo City, Utah
Thomas E. Cutler	Provo, Utah
George D. Snell	Spanish Fork, Utah

Article III

The time and duration of this corporation shall be for fifty years, and for as much greater period as the law will permit, unless sooner disincorporation as by law provided.

Article IV

The object of this corporation is to establish and maintain a college of school of learning in which the youths of both sexes who are members of the Church of Jesus Christ of Latter-day Saints are to be instructed; provided however, that the trustees of this institution may allow under certain rules and regulations children not belonging to said Church to attend; but this provision shall not be deemed obligatory upon them, nor shall children of other religious denominations other than the above named have an inherent or vested right to enjoy the benefits of this trust. And the general formula of education in the principles to be taught shall be as set forth in the rules, regulations and bylaws made by the Board of Directors from time to time hereafter, provided that in addition to the usual education given in an institution of like character that Old and New Testament, the Book of Mormon, and the Doctrine and Covenants shall be read and their doctrines inculcated in such college; and the students therein, physical ability permitting, shall be taught some

Article III

The rights and duties of this corporation shall be the right, that is to say, that no man ought to be molested for his opinion, religious sentiments, or discussions on them as by law provided.

Article IV

The object of this corporation is to establish and maintain a uniform and general set of laws in which the rights of both parties are secured by the Church of Jesus Christ of Latter-day Saints and to be instructed, provided however, that the creation of this institution may allow under certain and regulations children and belonging to such church to attend, but such provision shall not be deemed obligatory upon them, nor shall children of other religious denominations other than the above mentioned have an inherent or vested right to enjoy the benefits of this house. And the general principle of education in the principles by the Church shall be so set forth in the rules, regulations and duties made by the Board of Directors from time to time hereafter, provided that in addition to the usual education given in an institution of like character that and the Testament, the Book of Mormon, and the Doctrine and Covenants shall be read and such doctrines introduced in such children and the students thereof, physical ability permitting, shall be taught some

branch of mechanism that shall be suitable to their taste and capacity.

Article V

The place of this institution's general business shall be Provo, City, Utah County, Utah.

Article VI

This corporation shall have no capital stock; and it is hereby declared that it is organized as an academy or college of learning and not for pecuniary profit.

Article VII

The number and kind of officers of this institution shall be a follows: to-wit: There shall be a board of twelve directors from whom shall be selected a President and Vice President. There shall also be a Secretary and Treasurer. The offices of secretary and treasurer may be united in the same person; and said offices may be filled by any person or persons selected by the Board of Directors. The qualifications of directors and secretary and treasurer shall be that they shall be members in good standing in the Church of Jesus Christ of Latter Day Saints.

Article VIII

The term of office of the officers of this institution shall be for thee years. The first election under these articles shall be held on the 6th day

Copies of resolutions that shall be published in Book form and separately.

Article V

The place of this Institution's general business shall be Provo, Utah, Utah County, Utah.

Article VI

This corporation shall have no capital stock and it is hereby declared that it is organized as an academy or college of learning and not for pecuniary profit.

Article VII

The number and kind of officers of this institution shall be as follows: Trustees shall be a board of twelve (members from area shall be selected as President and Vice President. There shall also be a Secretary and Treasurer. The offices of secretary and treasurer may be united in the same person, and such offices may be filled by any person or persons designated by the Board of Trustees. The qualifications of directors and members are however that they be just like shall be members in good standing in the church of Jesus Christ of Latter Day Saints.

Article VIII

The term of office of the officers of this institution shall be for than years. The first election under these articles shall be held on the 20th day

of April, 1897, and tri-ennially thereafter. Inasmuch as this corporation is supported and sustained by the members of the Church of Jesus Christ of Latter Day Saints in good standing, acting by and through the First Presidency of said Church; and that they have acquired its property by the payment of the debts incurred in the execution of the trust set forth in the preamble to these articles, and are therefore the only persons interested in said property and in this corporation and in the carrying out of the purposes for which it was organized.'

It is therefore declared that said members of the Church of Jesus Christ of Latter day Saints, acting collectively at their

General Conference, or through their representatives, to-wit: the first Presidency of said Church of Jesus Christ of Latter Day Saints, are the persons regarded as members of stockholders of said corporation, although no stock shall be issued, and as the source of authority and power for the selection of the officers of this corporation; and said members of said Church or the representatives of said members of said Church, to-wit: The First Presidency thereof, shall on the 6th day of A pril, beginning with the year 1887, and tri-ennially thereafter elect the directors of their corporation, provided if said 6th day of April shall fall on Sunday, the said election shall be held on the preceeding

of April, 1877, and not-socially disorder. Inasmuch as this corporation is supported and maintained by the members of the Church of Jesus Christ of Latter Day Saints in good standing, acting by and through the First Presidency of said Church, and that they have acquired the property by the payment of the data involved in the execution of the trust set forth in the preamble to these articles, and are therefore the only persons interested in said property and in this corporation and in the adoption and of the purposes for which it was organized.

It is therefore declared that said members of the Church of Jesus Christ of Latter Day Saints, acting collectively as their

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General Conference, or through their representatives, to-wit: the First Presidency of said Church of Jesus Christ of Latter Day Saints, are the persons vested as members of stockholders of said corporation, although no stock shall be issued, and as the source of authority and power for the execution of the affairs of this corporation and said members of said Church or the representatives of said members of said Church, to-wit: the First Presidency thereof, shall on the 6th day of A pril, beginning with the year 1877, and not-annually thereafter elect the directors of their corporation, provided if said 6th day of April shall fall on Sunday, the said election shall be held on the preceding

Immediately after said election said members of the Church of Jesus Christ of Latter Day Saints, or said Presidency shall notify the persons so elected of their election, and immediately thereafter the said persons so elected as directors shall meet and from their number select a President and Vice President, and said officers shall act for the ensuing three years and until their successors are elected or shall remain as a director or officer of this corporation who is not a member of the Church of Jesus Christ of Latter Day Saints in good and honorable standing, or who is in any way opposed to this corporation or the principles herein declared necessary to be taught therein.

Article IX

The Directors shall have power to fill any vacancy occasioned by death, resignation or otherwise in the directorate, or in any other department of this corporation, provided that no person shall be elected by said directors who is not a member in good standing as aforesaid.

Article X

Any director or other officer of this Corporation may be removed for conduct prejudicial to the interests of the corporation by two thirds of the directors at a meeting called and held forthat purpose, at which such officer shall have due notice to appear.

Immediately after said election each members of the Board of Directors at Larger Day Estate, or said Provisional Board, notify the persons so elected of their election, and immediately thereafter the said persons so elected as directors shall meet and from their number select a President and Vice President, and such officers shall act for the ensuing three years and until their successors are elected or shall resign as a director or officer of this corporation who is not a member of the Church of Jesus Christ of Latter Day Saints in good and honorable standing, or who is in any way opposed to this corporation or the principles herein declared necessary to be taught thereby.

Article IX

The Directors shall have power to fill any vacancy occasioned by death, resignation or otherwise in the directorate, or in any office thereunder or this corporation, provided that no person shall be elected to such directorate who is not a member in good standing as aforesaid.

Article X

Any director or other officer of this corporation may be removed for conduct prejudicial to the interests of the corporation by the action of the directors at a meeting called and held therefor pursuant, at which such officer shall have due notice to appear.

Article XI

Any officer in this institution may resign by giving to the directors at least thirty days notice in writing of such intention, or such shorter notice as the directors shall accept as adequate.

Article XII

There shall always be among the directors of this institution at least three of the descendants of the late Brigham Young, the founder of the school; and if any vacancy in the Board leaves a less number than three the vacancy shall be filled by selecting one of the descendants of said Brigham Young.

Article XIII

The private property of the directors or other officers of this institution shall not be liable for its obligations.

Article XIV

The directors of this institution or a majority of them at a meeting called for that purpose of which all shall have had due and

legal notice shall have power to make all necessary rules, regulations and bylaws for the proper government, continuance and maintainance of this institution. They shall also have power, by a two third vote, to sell, mortgage or otherwise dispose of and property belonging to this institution, whether the

Any citizen in good reputation who wishes to joined in the Institution as honorary member, may notify in writing of our intention, or some member notice as the directors shall accept as adequate.

Article XII

Some small alms to meet the expenses of administration and Dues of the deacondeaks of the Inne Bridgeme Home, the Treasurer of the School; and if any member in his Hand Lawne a Lear cooper plan Inne the meeting shall be filled by selecting one of the Benchmen or Wardsdjoin Dues.

Article XIII

The private property of the directors or other officers of this institution shall not be liable for its obligations.

Article XIV

The directors of this institution or a majority of them at a meeting called for that purpose of which all shall have had due ass

Dues notice shall have power to make all necessary rules, regulations and bylaws for the proper government, maintenance and maintenance of this Inst. tution. They shall also have power, by a two thirds vote, to sell, mortgage or otherwise dispose of any property belonging to this institution, subject to

be real or personal, and use the proceeds of such sale for the use and benefit of the institution in such manner as they shall deem prudent and best. They shall have power to locate its college building and superintend the structure thereof, change or modify them in such a way as shall be best suited for the interests of the college; and to do all things necessary and proper for the welfare and government of said institution and the officers thereof.

Article XV

The following named persons shall be the officers of this institution until the 6th day of April, 1887, and until their successors are elected and qualified, to-wit: Brigham Young, Director and President; George Q. Cannon, Director; Joseph Don Carlos Young, Director; Wilson H. Dusenberry, Director; Secretary and Treasurer; Myron Tanner, Director, David John, Director and Vice President; Thomas R. Cutler, Director; George D. Snell, Director, Susa Y. Gates, Director; Reed Smoot, Director; Karl G. Maeser, Director; Harvey H. Cluff, Director.

Article XVI

The property of this corporation, the legal title of which is noe vested in the undersigned who are trustees under the trust created by said Brigham Young, and his heirs and executors,

is as follows, to-wit: Part of lots two, three, four and five, block sixty nine

be read or presented, and have the personnel of such body for the use and benefit of the institution in such manner as they shall deem proper and fit. They shall have power to lease the college building and appurtenant the structure thereof, change or modify them in such a way as shall be deemed fit the interests of the students and to do all things necessary and proper for the welfare and government of said institution and the efficient control.

Article XV

The existing board persons shall be the officers of this institution until the 4th day of April, 1877, and until their successors are elected and qualified, to-wit: Benjamin Young, Director and President; George L. Gannon, Secretary; George Dan Gaylie Treas, Director; Wilmot E. Beauchamp, Director; Secretary and Treasurer; Orvon Thomas, Director, Lewis Allen, Director and Vice President; Thomas E. Cooper, Secretary George H. Snell, Director, John T. Gibbs, Director; Jesse Jones, Director; Levi H. Bunnow, Director; George W. Clark, Director.

Article XVI

The property of this corporation, the legal title of which is now vested in the undersigned who are trustees under the trust created by said Benjamin Young, and his heirs and successors,

in the Indian,to-wit: part of lot two, Block four and fifty Block eighty nine

Plat A; an undivided one half interest in the north half of lots seven and eight block one hundred and twelve, Plat A; Part of block twenty eight in Plat B. the north half of lots five and six in block twenty nine, Plat C. All of block twenty eight, Plat C; lots fourteen and fifteen, block one, Center Street Subdivision; all of said property being situated in Provo City, Utah County, Utah; together with the buildings, improvements and other appurteances thereunto belonging; and also the furniture and others school equipment in said building including fixtures, books, and other personal property; all of which said property the undersigned trustees as aforesaid hereby covenant and agree to convey by proper deed and other instruments in writing as soon as said corporation shall have been organized.

Article XVII

These articles may be ammended at any time in such manner as may be prescribed by law.

In witness whereof, the said parties hereto havehereunto set their hands and seals this 18th day of July A.D. 1896.

Brigham Young	Seal
Harvey H. Cluff	"
Myron Tanner	"
Wilson H. Dusenberry	"
Karl G. Maeser	"
David John	"
Susa Young Gates	"
Reed Smoot	"
Thomas R. Cutler	"
George D. Snell	"
George Q. Cannon	"

Plat 3; an undivided one half interest in the north half of Lake Avenue and alley thereon and lending and vacated, Plat 4; Plat of Lakes Subdivision adjacent to Plat 3, the south half of Lake Drive and all the lands thereto also; Plat 5; All of block twenty eight, Plat 6; Lake Shadows and Fifteen; block one; Canoe Creek Subdivision; all of land presently being utilized in every day, line ministry, that highway with its buildings, improvements and other appurtenances thereunto belonging and also the facilities and vehicle access, equipment in said building including furniture, books, and other personal property; all of which said property the undersigned trustees do affirmatively aver and agree to convey by proper deed and other instruments in writing on behalf of said corporation which have been organized.

ARTICLE XIII

These articles may be amended at any time in such manner as may be provided by law.

In witness whereof, the said parties hereto have hereunto set their hands and seals this 10th day of July A.D. 1984.

	Seal
Barjiness Young	"
Harvey E. Court	"
Byron Turner	"
Allison E. Shewmaker	"
Earl G. Hamon	"
David Jobe	"
Stan Young Jobe	"
Brad Beard	"
Thomas E. Butler	"
George E. Hall	"
George G. Hamon	

The minutes of said meeting were then read and approved, and on motion the meeting adjourned.

(2) AMENDMENTS

On Friday, the 23rd day of October, 1903, the Articles of incorporation were amended as follows:

Article I to read as follows: "Article I. The name of this institution shall be the Brigham Young University."

Article VI to read as follows: "Article VI. This corporation shall have no capital stock; and it is hereby declared that it is organized as an institution of learning and not for pecuniary profit."

Articles VII, VIII, IX, X, XI, XII, XIV, and XV by substituting for the words "Director," "Directors," and "Directorate" wherever they may severally appear in the said articles the words respectively, "Trustee," "Trustees," or "Board of Trustees."

Jos. F. Smith
President

The minutes of said meeting were then read and approved, and on motion the meeting adjourned.

(c) [illegible]

On Friday, the 21st day of January, 1955, the Articles of Incorporation were amended as follows:

Article I is read as follows: "Article I. The name of this institution shall be the Bethlehem Young University."

Article VI to read as follows: "Article VI. This corporation shall have no capital stock; and it is hereby declared that it is organized as an institution of learning and not for pecuniary profit."

Articles VIII, VIII, IX, X, XI, XII, XIV, and XV is substituting for the words "Directors," "Directors," and "Directorate" wherever they are severally appear in the said articles the words respectively, "Trustee," "Trustees," or "Board of Trustees."

Joe. F. Smith
President

SPECIAL COMMITTEE REPORT RELATIVE TO RELIGIOUS TEACHINGS

At a special session of the Board of Trustees held February 11, 1911, the following report of a special committee appointed by the General Church Board of Education to investigate a report of General Superintendent Cummings regarding the teachings of some of the members of the Faculty of the University was submitted:

Salt Lake City, Utah,
February 11, 1911

President Joseph F. Smith and
Members of the Board of Trustees of the
Brigham Young University,
Provo City, Utah.

Dear Brethren:

We, a committee appointed by the General Church Board of Education to investigate complaints made in a report by the General Superintendent, H. H. Cummings, concerning certain Theological teachings of some of the professors in the B. Y. University and their effects upon the students there, in accordance with instructions from the said board submit to you our findings as Follows:

We have met Professors Henry Peterson, Joseph Peterson and Ralph Chamberlain and listened to their statements concerning each item in the superintendent's report and we find that the complaints in said report are substantially correct.

We send with this a copy of that report and recommend that in view of the investigation which has been held that the services of those three teachers in the B.Y. University be dispensed with unless they change their teachings to confrom to the decisions and instructions of the Board of Trustees of the Brigham Young University and the General Church Board of Education.

Respectfully,
Your Brethren,
(Signed)

Francis M. Lyman
Heber J. Grant
Hyrum W. Smith
Chas. W. Penrose,
Geo. F. Richards
Anthony W. Ivins
George H. Brimhall
Horace H. Cummings

EMC]

Special committee report relative to academic freedom

At a special session of the Board of Trustees held February 13, 1933, the following report of a special committee appointed by the General Church Board of Education to investigate a report of General Superintendent Dowdle regarding the teaching of some of the members of the faculty of the University was submitted:

Salt Lake City, Utah,
February 11, 1933

President Joseph F. Smith and
Members of the Board of Trustees of the
Brigham Young University,
Provo City, Utah.

Dear Brethren:

By a resolution appointed by the General Church Board of Education, to investigate complaints made in a report by the General Superintendent, E. E. Dowdle, concerning certain theological teachings of some of the professors in the B. Y. University and their effects upon the students there, in accordance with instructions from the full board submit to you our findings as follows:

We have met President Henry Ivins, Joseph Peterson and Ralph Chamberlain and listened to their statements concerning what they in the superintendent's report and we find that the complaints in said report are substantially correct.

We send with this a copy of that report and recommend that in view of the investigation which has been held that the services of these three teachers in the B.Y. University be dispensed with unless they change their teaching to conform to the decisions and instructions of the Board of Trustees of the Brigham Young University and the General Church Board of Education.

Respectfully,
Your Brethren,

(Signed)

Francis M. Lyman
Heber J. Grant
Byron H. Smith
Chas. W. Penrose
Geo. F. Richards
Anthony W. Ivins

February 21, 1911, continued

Explanatory of the above report, the report of Gen. Supt. Cummings was also read.

January 21, 1911

Pres. Joseph F. Smith and Members of the General Church Board of Education.

Dear Brethren:

According to your request I herewith present for your consideration a written report of my recent visit to the B.Y. University, Provo, and the impressions made upon my mind concerning the nature and effect of certain theological instructions given, mostly by the College professors in that school.

I spent about nine days there between November 28, and December 19, and conversed with the Presidency of the school, many of the teachers and as many of the College students as I had opportunity of meeting. I also conversed with a number of leading citizens of Provo about this feature of the school's work and endeavored, conscientiously, to find out the real condition of the school in this respect, and the following are some of the points of information gained there:

1. About two years ago when some of the most radical changes in theological views were first introduced, it caused great disturbance in the minds of both the pupils and the old style teachers there, but many have gradually adjusted their views to the "new thought" and feel that they have gained much by the change. Many of the teachers and students are unable to accept them, however, though practically all the College students whom I met, except one or two returned missionaries, were most zealous in defending and propagating the new views.

2. It was the unamious opinion that interest in theological work had never been more universal or more intense in school than it is now. These classes are gladly attended and none seem to shirk the work.

3. All express firm faith in the living oracles.

4. All believe in tithing, missionary work, and the ordinances of the gospel, and appear to be determined to do their duty in these things.

5. I discovered no spirit of contention or bitterness--their differences seemed to be good natured. Still, there is a pronounced difference of opinion among both students and teachers upon many important points of doctrine and belief.

Some of the matters which impressed me most unfavorably may be enumerated as follows:

February 21, 1921, continued

Duplicates of the above report, the report of Gen. Sgt. Dunstan was also sent.

January 21, 1921

Pres. George T. Smith and members of the General Church Board of Education.

Dear Brethren:

According to your request I herewith present for your consideration a written report of my recent visit to the B.Y. University, Provo, and the impressions made upon my mind concerning the nature and effect of religious educational instruction given, mostly by the College professors in that school.

I spent about nine days there between November 22, and December 12, and conversed with the President of the school, many of the teachers and to many of the College students to I had opportunity of meeting. I also conversed with a number of leading citizens of Provo about this feature of the school's work and endeavored, impartially, to find out the best condition of the school in this respect, and the following are some of the points of information which seemed there:

1. Given two years ago when some of the more radical changes in theological views were first introduced, it caused great disturbance in the minds of both the public and the old style teachers there, but many had gradually adjusted their views to the "new theology" and that they have getting used to the change. Many of the teachers and students are loyally to accept them, however, though probably all the College students were I met, except one or two, professed christianity, were most zealous in defending and propagating the new views.

2. It was the common opinion that interest in theological work had never been more interesting or more intensive in school than it is now. These students are greatly attached and some even to which the view.

3. All express firm faith in the living oracles.

4. All believe in tithing, obedience, and the authorities of the church, and appear to be devoted to the church duty to their religion.

5. I discovered no spirit of contention or bitterness. Only differences seemed to be good natured. Still, there is a pronounced difference of opinion among both students and teachers upon many important points of doctrine and belief.

Some of the matters which impressed me most strongly, may be summarized as follows:

1. Several of the teachers follow the so-called "higher criticism" in their theological work and use Dr. Lyman Abbot's writings as authority.

2. The Bible is treated as a collection of myths, folklore, dramas, literary productions, and some inspiration. Its miracles are but mostly fables or accounts of natural events recorded by simple people who injected the miraculous element into them, as most ignorant people do when things, strange to them, occur. A few concrete examples will illustrate this view:

(a) The flood was only a local inundation of unusual extent.
(b) The confusion of tongues came about by scattering of the families descended from Noah when they became too numerous for the valley they originally occupied. After a generation or two, having no written language, their speech changed, each tribe in a different way. There is nothing sudden or miraculous in the change.
(c) The winds blew the waters of the Red Sea back until the Israelites waded across, but subsided in time to let the waters drown Pharaoh, while a land slide stopped the river Jordan long enough for them to cross it.
(d) Christ's temptation is only an allegory of what takes place in each of our souls. There is no personal devil to tempt us.
(e) John the Revelator was not translated. He died in the year 96.

3. The theory of evolution is treated as a demonstrated law and their applications ot if to gospel truths give rise to many curious and conflicting explanations of scripture. Its relations to the fall, the atonement and the resurection, are, perhaps, the most important and damaging to the faith of the students.

4. Philosophical ideas are of ten carried too far and result in wrong impressions as to doctrine. This may be partly the fault of the teachers in not making himslef clear, and partly of the pupil in jumping at the wrong conclusions or applications. For example:

(a) Sin is the violation of a law resulting in pain or discomfort. Righteousness is pursuing a course that beings happiness. No intelligent being would sin if he knew its full consequences; hence, sin is ignorance--education or knowledge, is salvation. Sinners should be pitied and enlightened rather than blamed and punished. Ordinances may be helpful props to weak mortals, but knowledge is the only essential.
(b) We should never agree. God never made two things alike. Only by taking different views of a thing can its real truth be seen.

5. Memory gems are immoral, since fixing the words fixes the thought and prevents growth. I was told that one teacher, before his class, thanked God he could not repeat one of the Articles of Faith and another took his children out of Primary Association because they were taught to memorize.

6. All the truths change as we change. Nothing is fixed or

reliable. As we grow or change our attitude toward any truth, that truth changes.

7. Visions and revelations are mental suggestions. The objective reality of the presence of the Father and the Son, in Joseph Smith's first vision, is questioned.

8. To get the real truth in any vision or revelation, modern as well as ancient, the mental and physical condition of the prophet receiving it must be

[illegible] as we change. Nothing is fixed or

[illegible]

reliable. As we grow or change our attitude toward any truth, that truth changes.

7. Visions and revelations are central suggestions. The objective reality of the presence of the Father and the Son, in Joseph Smith's first vision, is questioned.

8. The gift the real truth in any vision or revelation, modern as well as ancient, the social and physical conditions of the prophet receiving it must be

9. Proof of the teachers follow the so-called "higher criticism" in their theological work and use Dr. Ignes Ellen's critique as evidence.

10. The Bible is treated as a collection of myths, legends, dreams, literary productions, and some inspiration. The miracles are but mostly fables or accounts of natural events recorded by simple people who interpreted elements into them, as most ignorant people do when things, strange to them, occur. A few examples suffice will illustrate this view:

(a) The flood was only a local inundation of Mesopotamia.
(b) The confusion of tongues came about by scattering of the peoples speaking that language as contrasted from the valley they originally occupied. After a generation or two, having no written language, their speech changed, and lived in a different way. There is nothing sudden or miraculous in the change.
(c) The winds blow the waters of the Red Sea back until the Israelites could cross, but assumed in this is far the return flood. Pharaoh, while a land which allowed the river Jordan long enough for them to cross it.
(d) Christ's resurrection is only an allegory of what takes place in each of our souls. There is no personal Devil to tempt us.
(e) Jesus the Christ was not resurrected. He died in the year 34.

11. The theory of evolution is treated as a demonstrated fact and their application or it to gospel truths give the many critical and speculative conclusions of scripture. The relations to the Fall, the atonement are the immaterial, are, perhaps, the most injurious and disrupting to the faith of the students.

12. Philosophical ideas are of the gravest kind for and result in some impressions on the students. This may be partly the fault of the teachers in not making student clear, and partly of the pupil in judging at the wrong conclusions or applications. For example:

(a) Sin is the violation of a law resulting in pain or discomfort. Righteousness is partly a matter that brings happiness. A, doubtless, pain being would sin if he knew its full consequences; hence, sin is ignorance--education or knowledge, is salvation. Students should be pitied and enlightened rather than blamed and punished. Ordinances may be helpful props to weak mortals, but knowledge is the only essential.
(b) We should never worry. God never made the things ugly--only by taking different views of a thing can its real truth be seen.

13. Many good men are honest, sincere finding his words times the thought and previous proofs. I was told that one teacher, before his class, blamed God for evil but regret one of the Articles of Faith and another took his children out of Primary Association because they were taught to memorize.

14. All the truths change as we change. Nothing is fixed or

known. After eliminating the personal equation, the remainder may be recognized as inspirational or divine.

9. In thus robbing the scriptures, both ancient and modern, of the greater portion of their divinity, and limiting the wonders of the Great Creator to the necessity of confining his operations to the natural laws known to man. I asked if it did not lower thescriptures and weaken their influence upon their minds. The reply was that the scriptures and the gospel were more dear and more beautiful to them, on that account, being broder in their application. Nevertheless, it seemed to me that the line of the prophets and righteous men of both the Bible and the Book of Mormon, whose reference to the miraculous deliverance of Israel from Egypt is recorded as a special mark of their divine approval, cannot but be regarded with pity for not knowing the science of our day which robs those events of their wonder, if not their divinity.

10. And in the same line, while these teachers extol the living oracles, it came to me from several sources that if their teachings are to be investigated they will demand that the ones who do the investigating shall be men of the same learning as themselves; none others could understand them and do them justice.

The foregoing are only a few of the more important features of the questionable teachings there that came to my notice, but enough to give a general idea of what I found. Much of the work, of course, was sound and unobjectionable, and even many of the questionable new theories and explanations were not fixed. There seemed to be a struggle still going on between their new views and their old ones, and at times, their words were full of light and at other times and on the same subjects they would be full of darkness. The struggle that both teacher and pupil described to me as having taken place was very fierce, and often robbed them of appetite and sleep. "An unusual effect of getting added light on the gospel," I urged; but they replied that it was like the sorrow of the little child when first told there is not any Santa Claus. "Our early teachings have been very satisfying and useful, but untrue; and as the child's real parents are better than a Santa Claus, so will the real new Bible and gospel be better than the old one."

Religion, like science, must be expressed in terms of knowledge, Faith now seems to be regarded with pity as a superstition and is not a characteristic of the intellectually trained.

Since my visit to Provo, as many as three stake presidents in one week have called upon me expressing alarm at the teachings that come from the B.Y. University. One of them said that when he expostulated with the principal of their stake academy for teaching false doctrine, his defense was that the B.Y. University taught the same. Another President told me he did not want their present principal another year, as he is an apostate in his teachings and

belief. The third said he would not allow one of his children to be under certain of the B.Y. University professors for anything. Many parents of students there have also visited me and expressed great fear for the faith of their children.

A student who will take his degree at the University of Utah next spring, applied to me the other day for a position in the church schools. In our

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conversation he told me that one of his professors, well known as hostile to our church, has read the articles from the White and Blue, the B.Y.University school journal, to his classes and expressed great satisfaction that Young Mormons, anyway, are getting their eyes open on religious matters.

I presume that, being the Superintendent of the Church Schools, more complaints of this kind reach me than come to any of the other brethren; and I may, therefore, be unduly impressed with the danger which exists and needs to be remedied in our Provo school. I do not wish to magnify these conditions but cannot help feeling deep anxiety that the soundness of doctrine, the sweetness of spirit, and the general faithfulness that has, from the beginning, characterized the products of that school, should not diminish, much less give way to error and disbelief.

I believe the presidency of the school feel exactly as I do about this matter, for I have talked about it with them many times--especially with President Brimhall and President Keeler.

The responsibility for this state of affairs seems to rest upon no more than four or five of the teachers, all of whom I regard as clean, earnest men, conscientious in what they do and teach; but, being so long in college with so little to help them resist the skillfully formed theories of learned men, they have accepted many which are erroneous; and b eing zealous teachers, are vigorously laboring to convince others of their views. Such attitudes of mind, from the beginning, have been a common experience with out students in eastern colleges; but fortunately they often get rid of these errors when they again plunge into church work at home. Conditions in Provo are unfavorable for such a solution of their difficulty. The number there is sufficient to form a coterie having similar views, and the opposition they receive from others keeps them drawn together and determined to defend their views. If they were distributed and given other lines of work to do where their theories would not be continually called into activity, I think their attitude mught change much for the better, in time, but I feel sure the conditions in the Teacher's College, in this respect, need changing as soon as practicable.

These teachers have been warned by the presidency of the school and by myself, and even pleaded with, for the sake of the school, not to press their views with so much vigor. Even if they were right, conditions are not suitable; but their zeal oversomes all counsel and they seem even more determined, if not defiant, in pushing their beliefs upon the students. They seem to feel they have a mission to protect the young from the errors of their parents, and one student said to me, "I could make my dear mother weep in a minute by telling her how I have changed my religious views." Yet, he had only accepted that which he thought was far ahead of what that mother had taught him. The poor mother did not have the capacity of understanding his new light and rejoicing with him in it, so he would keep it a secret from her.

The foregoing is respectfully submitted in the hope that a wise and effectual way may be decided upon to bring into harmony the theological teachings in our church schools and prevent the dissemination of doubt or false doctrine.

Your brother in the gospel,

AFter due deliberation and free discussion the report of the committee was unanimously adopted.

Nevertheless to hold my that one of his predecessors, well known as hostile to our society, has read the articles from the Ethics and Life, the N.Y. University School Journal, in his Lectures and expressed great satisfaction that Young Harvard, anyway, is getting clear upon the religious question.

I believe that, being the Superintendent of the Church Schools, some complaints of this kind reach me than come to any of the other brethren; and I say, therefore, I am widely impressed with the things which critics and leaders are in reaction in our Protestant schools. I do not wish to magnify these conditions but simply help finding clear whether the existence of divisions, the presence of spirit, and the general fault-finding that has, from the beginning, characterized the pioneers of this school, should not Methodism, most just give way to serve and fraternize.

I believe the prominency of the school fact matter is I do about this matter, for I have talked about it with them many times--especially with President Schmidt and President Snider.

The responsibility for this rests or criticize seems to rest upon the more than four or five of the teachers, all of whom I regard as claim, earnest men, conscientious in what they do and teach; but, being so long in college work as little to help them realize the difficulty caused thereby of imparting men, they have accepted many which are erroneous; and I also believe teachers are vigorously labouring to convince others of their views. Such attitudes of mind, from the beginning, have been a serious hindrance with the students in eastern colleges; but fortunately they often get rid of them before when they again plunge into church work at home. Conditions in Provo are unfavorable for such a solution of their difficulty. The school there is sufficient to form a cadre having similar views, and the opposition they receive from within keeps them longer and intensified in defend their views. If they were distributed and given other fields of work as the other teachers would not be continually during their activity, I think their attitude might change much for the better, in time, but I feel sure the condition in the Teachers College, in this respect, need thought on the part of presidents.

These teachers have been warned by the presidency of the school and by myself, and even plainly with, for the sake of the school, not to press their views with so much vigour. Even if they were right, conditions are not favorable; for their zeal overcomes all prudence and they even have more discussion, if not debate, in meeting their fellows upon the students. They seem to feel they have a mission in persuading the young from the errors of their parents, and our students said to me, "I would make up their opinion very fast if allowed to exercise for how I have changed my religious views." Yes, in that only instance that which is thought was for about at least that latter and taught that. The poor mother did not have the regards of undermining his and light and wrestling with him in it, as he would say it is against from her.

The Evangelic is respectfully submitted in the hope that a wise and effectual way may be decided upon to bring into harmony the theological teaching in our church schools and prevent the dissemination of doubt or false doctrine.

Your brother in the gospel,

After the Bishopric and Prof. Discussion, the report of the committee was unanimously adopted.

Resolution of the Board of
Trustees
of the
Brigham Young University

Resolved: That the professors and other instructors of the brigham young University be required to teach those doctrines and other scientific and philogophical matters, and only such doctrines and matters as shall be in harmony with the revealed word of God as construed and explained by the Presidency and Apostles of the Church.

And that this Board of Trustees, under the authority of its articles of incorporation, dues hereby delegate to the Presidency of the University the right and authority to determine, subject to the revision of the board, when any teacher is or is not so in harmony.

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INCORPORATION OF

BRIGHAM YOUNG UNIVERSITY

STATE OF UTAH)
) ss
COUNTY OF SALT LAKE)

I, KIEFER B. SAULS, do solemnly swear that at a meeting of the members of the Board of Trustees of Brigham Young University, Held at the office of said Board on the 29 day of April, 1949 at 11:30 o'clock a.m. of said day, pursuant to a notice given personally to and accepted by all of the members of the said Board, it was by unanimous vote decided that:

WHEREAS, by deed of trust dated the 16th day of October, 1876, the late President Brigham Young endowed an institution of learning to be established at Provo, Utah, under the name Brigham Young Academy, and set forth the general aims and purposes of said institution and the principles by which it should be governed, and

WHEREAS, better to facilitate the carrying out of said purposes, Brigham Young Academy was incorporated as a non-profit corporation of the State of Utah under Articles of Incorporation dated the 18th day of July, 1896 and under a charter providing for a corporate existence of fifty years, and

WHEREAS said Articles of Incorporation of Brigham Young Academy were amended by resolution adopted at a meeting of its members held the 23rd day of October, 1903, by which resolution its name was changed to Brigham Young University, and

WHEREAS the corporate charter of Brigham Young University expired on or about the 17th day of July, 1946 as a result of which expiration its corporate charter was terminated and it has now become necessary and desirable to reincorporate under new articles of incorporation in order to continue and

INCORPORATION OF

BRIGHAM YOUNG UNIVERSITY

STATE OF UTAH)
) ss
COUNTY OF SALT LAKE)

I, ROBERT L. BAKER, do solemnly swear that at a meeting of the members of the Board of Trustees of Brigham Young University, held at the office of said Board on the 20 day of April, 1920 at 3:00 o'clock p.m. of said day, pursuant to a notice given personally to and accepted by all of the members of the said Board, it was by resolution duly adopted that:

WHEREAS, by Act of Congress dated the 31st day of January, 1896, the Late President Brigham Young obtained an institution of learning to be established in Provo, Utah, under the name Brigham Young Academy, and that such was general aim and purposes of said institution and the principles by which it should be governed, and

WHEREAS, desire to facilitate the carrying out of said purposes, Brigham Young Academy was incorporated as a non-profit corporation of the State of Utah under Articles of Incorporation dated the 12th day of July, 1904 and under a charter providing for a corporate existence of fifty years, and

WHEREAS said Articles of Incorporation of Brigham Young Academy were amended by resolution adopted at a meeting of the members held the 23rd day of October, 1926, by which resolution the name was changed to Brigham Young University, and

WHEREAS the corporate charter of Brigham Young University expires on or about the 12th day of July, 1954 as a result of which uncertainties in corporate charter was mentioned and it has now become necessary and desirable to reincorporate under the Articles of Incorporation in order to continue and

extend the existence of said Brigham Young University, and

WHEREAS the Board of Trustees has unanimously agreed that the said Brigham Young University should be reincorporated under new Articles of Incorporation as a non-profit corporation of the State of Utah in order to carry on and effectuate the aims and purposes of the late President Brigham Young, the original founder of said Brigham Young University,

Now, THEREFORE, the following Articles of Incorporation are hereby adopted as and for the Articles of Incorporation of Brigham Young University:

ARTICLE I

The name of the institution shall be Brigham Young University.

ARTICLE II

The names and places of residence of the incorporators are:

George Albert Smith	Salt Lake City, Utah
J. Reuben Clark, Jr.	Salt Lake City, Utah
David O. McKay	Salt Lake City, Utah
Joseph Fielding Smith	Salt Lake City, Utah
Stephen L. Richards	Salt Lake City, Utah
Joseph F. Merrill	Salt Lake City, Utah
Franklin L. West	Salt Lake City, Utah
Albert E. Bowen	Salt Lake City, Utah
Adam S. Bennion	Salt Lake City, Utah

ARTICLE III

The time and duration of this corporation is to continue the existence, operation and maintenance of the university which was founded originally by the late President Brigham Young and which is now being maintained and operated as Brigham Young University; to promote, carry on and effectuate the aims and purposes of said founder in providing for an institution of learning in which the youths of both sexes who are members of the Church of Jesus Christ of Latter-day Saints may be instructed, provided, however, the Board of Trustees may allow, under rules, regulations or by-laws adopted by it, the attendance of other students, and said Board of Trustees may, to effect such purpose, change, amend or abrogate at will any rule or regulation which is adopted for the purpose of allowing or promoting the

around the existence of said Brigham Young University, and

WHEREAS the Board of Trustees has unanimously agreed that the said Brigham Young University should be reincorporated under new articles of Incorporation as a non-profit corporation; and the Board of Deans is ready to serve as and accomplish the aims and purposes of the late President Brigham Young, the original founder of said Brigham Young University.

Now, THEREFORE, the following Articles of Incorporation are hereby adopted as and for the Articles of Incorporation of Brigham Young University:

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Stephen L. Richards	Salt Lake City, Utah
Joseph F. Merrill	Salt Lake City, Utah
Franklin L. West	Salt Lake City, Utah
Albert E. Bowen	Salt Lake City, Utah
Adam S. Bennion	Salt Lake City, Utah

ARTICLE III

The time and duration of this corporation is to continue the maintenance, operation and management of the university which was founded originally by the late President Brigham Young and which is now being maintained and operated as Brigham Young University, to promote, carry on and advance the aims and purposes of said founder in providing for an institution of learning in which the youths of both sexes who are members of the Church or other classes of Christian faiths may be instructed, provided, however, the Board of Trustees may allow, under rules, regulations or by-laws adopted by it, the attendance of other students, and said Board of Trustees may, in effect such proposal, change, amend or abrogate at will any rule or regulation which is adopted for the purpose of effecting or promoting the

attendance of students who are not members of the daid Church, in whom, nevertheless, no vested rights or interest is or shall be recognized to attend and be instructed as students in said university. The Board of Trustees of this corporation shall determine and fix the gineral formula of education and curriculum to be pursued in said univeristy, so provided in the rules, regulations or by-laws in effect or hereafter adopted, modified or changed by it, provided, however, that in addition to the usual education given in institutions of like character, the Old and New Testament, the Book of Mormon, Doctrine and Covenants and Pearl of Great Price shall be read and their doctrines and scriptures inculcated in said university; in addition, students attending said university shall, physical ability permitting, be given the opportunity to study some branch of mechanism that shall be suited to their tastes and capacities.

The corporation is hereby vested with all of the powers and authority, both specific and implied, which may be necessary and desirable in order to carry out the principal objects and purposes aforesaid, including but not limited to the power to own, acquire, manage, hold, lease, assign, mortgage, sell and convey real and personal property, and to build, construct or contract for the construction of or purchase and acquire lands, buildings and equipment necessary for said university; to borrow money and to make, execute and deliver promissory notes and bills of exchange and to secure the same by pledge or mortgage of real and personal property; to issue bonds, debentures and other evidences of indebtedness; to receive, accept and hold gifts of property, both real and personal, by will or under dedd of trust, and to hold, manage and control the same pursuant to the terms and conditions of any will or trust imposed upon such property which the board of Trustees shall in its discretion see fit to accept.

ARTICLE V

The place of this corporation's general business shall be Provo City,

attendance of students who are not members of the Adult Division, in order, nevertheless, to render rights or immunity to an adult be recognized in school and be instructed as students in such capacity. The Board of Trustees of this corporation shall determine and fix the general formula or schedule and conditions to be required in such university, as provided in the rules, regulations or by-laws in effect or hereafter adopted, modified or changed by it, provided, however, that in addition to the usual admission given in-institutions of like character, the old and new Testaments, the laws of Moses, Christ and Mohammed and Great of Moral Prize shall be read and their doctrines and principles incorporated in such university; in addition, students attending such university shall, upon their possession of a diploma the opportunity to study some branch of mechanics that shall be suited to their tastes and capacities.

The corporation in hereby vested with all of the powers and authority, both specific and implied, which may be necessary and desirable in order to carry out the principal objects and purposes aforesaid, including but not limited to the power to own, acquire, manage, hold, lease, sell, convey, mortgage, pledge and encumber real and personal property, and to build, construct or maintain for the educational or by purposes and regular needs, buildings and equipment necessary for such university, to borrow money and be sued, transfer and hold necessary funds and skills of teachings and to secure the same by pledge or mortgage of real and personal property, to issue bonds, debentures and other evidences of indebtedness; to receive, accept and hold gifts of property, both real and personal, by will or deed or trust, and to hold, manage and sell the same pursuant to the terms and conditions of any will or trust imposed upon such property which the Board of Trustees shall in the discretion see fit to accept.

Article V

The place of this corporation's general business shall be Peoria City,

Utah County, Utah, but meetings of the Board of Trustees may be held at 47 East South Temple Street in Salt Lake City, Utah, or at such other places, either within or outside the State of Utah, as said Board may determine.

ARTICLE VI

The corporation shall have no capital stock; and it is hereby declared that it is organized as an institution of learning and not for pecuniary profit.

ARTICLE VII

The number and kind of officers of this institution shall be as follows: There shall be a board of not less than tan nor more than seventeen trustees selected as provided in Article VIII-B hereto. The Board, when so selected, shall elect from its own number a president, a first and a second vice president, and shall also elect a secretary and a treasurer who may or may not be a member of said board; and the officers of secretary and treasurer may be held by the same person. All of the officers, including the secretary and treasurer, shall be members in good standing of the Church of Jesus Christ of Latter-day Saints.

ARTICLE VIII-A

The term of office of the trustees of this corporation shall be one year.

ARTICLE VIII-B

The first election under these articles shall be held on the first Monday in May, 1950. Inasmuch as this corporation is supported and sustained by the Church of Jesus Christ of Latter-Day Saints, acting by and through the Frist Presidency of said Church, and certain of its property was acquired by said Church by the payment of the debts incurred in the execution of the trust referred to in Article XIV hereof, it is hereby declared that the first Presidency of said Church of Jesus Christ of Latter-Day Saints are the persons regarded

Such thereby, that, the meeting of the Board of Governors may be held at my home during Regular Hours in this Lodge Office, that, or by from other place, either within or outside the State of Ohio, as said Board may determine.

ARTICLE IX

The corporation shall have no capital stock and it is hereby declared that it is organized as an Institution of Learning and not for pecuniary profit.

ARTICLE XI

The manner and time of election of this Institution shall be as follows: There shall be a Board of ten Lodge Members who are Good Lodge Members selected as provided in Article XIII-B herein. The Board, when so selected, shall elect from the ten members a President, a Vice and a second Vice President, and shall also elect a secretary and a Treasurer who may or may not be a member of said Board; and the offices of secretary and Treasurer may be held by the same person. All of the officers, including the secretary and treasurer, shall be members in good standing of the Church of Jesus Christ of Latter-day Saints.

ARTICLE XIII-A

The terms of office of the members of this corporation shall be one year.

ARTICLE XIII-B

The first election under these articles shall be held on the first Sunday in May, 1976. Thereafter an this corporation is organized and controlled by the Church of Jesus Christ of Latter-day Saints, acting by and through the First Presidency or said Church, and evidence of its property was delivered by said Church by the payment of the dues incurred in the dissolution of the Trust related to in Article XIV hereof, it is hereby declared that the First Presidency of said Church of Jesus Christ of Latter-day Saints are the physical reputed

as members of said corporation and as the source of authority and power for the selection of the trustees and officers of this corporation, and said First Presidency of said Church shall on the first Monday in May, beginning with the year 1950, and annually thereafter, designate the persons from among whom the trustees of this corporation are to be elected; provided, however, that if said first Monday in May shall fall on a holiday, then said election shall be held on the first day thereafter which is not a holiday.

Immediately after said election, said First Presidency shall notify the persons so elected of their election, and the said persons so elected as trustees shall meet and from their numbers elect a president and a first and a second vice president, and said trustees and officers shall act for the ensuing year and until their successors are elected and shall have qualitied. No person shall be elected or shall remain as a trustee or officer of this corporation who is not a member in the Church of Jesus Christ of Latter-day Saints in good and honorable standing, or who is in any way opposed to this corporation or to the teachings of the scriptures herein declared necessary to be taught in said university.

ARTICLE IX

The Board of Trustees shall have power to fill any vacancy in the Board by electing from among nominees submitted by the First Presidency of the Church of Jesus Christ of Latter-Day Saints, a person to fill such vacancy, provided that no person shall be elected by said trustees who is not a member in good standing in the Church of Jesus Christ of Latter-Day Saints.

ARTICLE X

Any trustee or other officer of this corporation may be removed for conduct prejudicial to the interests of the corporation by a two-thirds vote of the trustees at a meeting called and held for that purpose, of which such trustee or officer shall have due and regular notice.

ARTICLE XI

Any trustee or officer in this institution may resign by giving to the trustees at least thirty days notice in writing of such intention, or such shorter notice as the trustees shall accept as adequate.

ARTICLE XIII

The private property of the trustees or other officers of this institution shall not be liable for its obligations.

ARTICLE XIII

The trustees of this corporation, or a majority of them, which shall constitute a quorum of said B oard of Trustees, at a meeting called for that purpose, of which all shall have had due and regular notice for the time and in the manner determined by the Board of Trustees, shall have power to make all necessary rules, regulations and by-laws for the proper government, continuance and maintenance of this corporation. They shall also have power, by a two-thirds vote of the members of said Board of Trustees, to sell, mortgage or otherwise dispose of any property belonging to this corporation, whether the same be real or personal, and use the proceeds of such sale for the use and benefit of the corporation in such manner as they shall deem prudent and best. They shall have power to locate its university buildings and superintend the structure thereof, change or modify them in such way as shall be best suited to the interests of the university; and do all things necessary and proper for the welfare and government of said corporation.

ARTICLE XIV

Inasmuch as certain property of Brigham Young University was received by said university under a Deed of Trust from the late President Brigham Young, with directions that said property should be devoted to the accomplishment of the uses and purposes therein set out, the undersigned trustees and incorporators, successors in trust to the trustees named in said Deed of Trust, hereby jointly agree that the property received under said Deed of Trust and any

ARTICLE XI

Any treaties or alliances by which institutions may engage by giving to the treasures of Jewel, security shall be entitled to protection of such treaties, or such observer notice to the creditors shall accept as adequate.

ARTICLE XIII

The private property of the creditors or other citizens of this institution shall not be liable for the obligations.

ARTICLE XIII

The treasures of this corporation, by a majority of them, which shall constitute a quorum of such 3 need of treasures, at a meeting called for that purpose, at which all which have had due and regular notice for the time and in the manner determined by the board of Directors, shall have power to make all necessary rules, regulations and by-laws for the proper government, conducting and maintenance of this corporation. They shall also have power, by a two-thirds vote of the members of such board of Directors, to call, mortgage or otherwise dispose of any property belonging to this corporation, whether the same be real or personal, and use the proceeds of such sale for the use and benefit of the corporation in such manner as they shall deem proper and necessary. They shall have power to limit the individual liabilities and expenditures the directors thereof, change or modify them in such way as shall be best suited to the interests of the corporation, and do all things necessary and proper for the welfare and government of said corporation.

ARTICLE XIV

Inasmuch as certain property of Bridges Among Educationally and creative by such university under a Board of Trust from the Jane Brandford Bridges Trust, with directions that such property should be devoted to the accomplishment of the uses and purposes therein and set out, the educational trustees and institutions, subscribers in trust to the directions found in said Deed of Trust, hereby jointly agree that the property received under said Deed of Trust and by

properties now owned by Brigham Young University derived from the sale or exchange of said property and all other properties of the corporation, sahll be devoted to the uses and purposes and the accomplishment of the objects set forth in said Deed of Trust

ARTICLE XV

The following named persons shall be the trustee s of this corporationg until the annual meeting in May, 1950, and until their successors are elected and shall have qualified, to wit:

George Albert Smith, President
J. Reuben Clark, Jr.
David O. McKay
Joseph Fielding Smith
Stephen L. Richards
John A. Widtsoe
Joseph F. Merrill
Franklin L. West
Albert E. Bowen
Adam S. Bennion

ARTICLE XVI

These articles may be amended by any time in such manner as may be prescribed by law.

IN WITNESS WHEREOF the said parties hereto have hereunto set their hands and seals in acceptance of these articles of incorporation this 29th day of April, 1949.

GEO. ALBERT SMITH	JOS. F. MERRILL
J. REUBEN CLARK, JR.	FRANKLIN L. WEST
DAVID O. MC KAY	ALBERT E. BOWEN
JOSEPH FIELDING SMITH	ADAM S. BENNION
STEPHEN L. RICHARDS	JOHN A. WIDTSOE

properties are owned by Delphos Steel University derived from the sale or exchange of such property and all other properties of the corporation, shall be devoted to the same civil purposes and the accomplishment of the objects and work in said Deed of Trust.

ARTICLE IV

The following named persons shall be the trustees of this corporation until the annual meeting in May, 1990, and until their successors are elected and shall have qualified, to wit:

George Albert Smith, President	John C. Coleman
A. Brooks Clark, Jr.	Joseph F. Smith
Earl O. Bixby	Franklin S. Harris
Joseph Vitality Smith	Albert E. Bowen
Stephen L. Richards	John A. Widtsoe

ARTICLE XII

These articles may be amended by any time in such manner as may be prescribed by law.

IN WITNESS WHEREOF the said parties have hereunto set their hands and seals in acceptance of these articles of incorporation this _____ day of _____, 1980.

Geo. Albert Smith	Joe J. Smith
A. Brooks Clark, Jr.	Franklin S. Harris
Earl O. Bixby	Albert E. Bowen
Joseph Vitality Smith	John A. Widtsoe
Stephen L. Richards	John C. Coleman

That as said meeting it was directed that this affiant, who was the secretary thereof, should make affidavit prescribed by Title 18, Chapter 6, of the Utah Code Annotated, 1943, and cause the same to be recorded as the Articles of Incorporation of this corporation and procure a Certificate of Incorporation for the Secretary of State.

s/ Kiefer B. Sauls

Subscribed and sworn to before me this 16th day of May, 1949.

s/ Warren P. Kirk
Notary Public

My commission expires:

March 18, 1952

That as said meeting it was directed that this affiant, who was the secretary thereof, should make affidavit prescribed by Title 18, Chapter 6, of the Utah Code Annotated, 1943, and cause the same to be recorded as the Articles of Incorporation of this corporation and procure a Certificate of Incorporation for the Secretary of State.

a/ Victor R. Smith

Subscribed and sworn to before me this 15th day of May, 1949.

a/ Warren P. Kirk
Notary Public

My commission expires:

March 18, 1952